SCHOOL LEADERSHIP IN THE 21ST CENTURY: SHARED EXPERIENCES OF THE CLARETIAN PRINCIPALS IN NORTHEAST INDIA

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Abstract

Education in the 21st century is rapidly progressing into new frontiers. Leadership of the education sector requires 21st century skills and mind-sets. Building and preparing principals to embrace and implement these new leadership skills is a critical challenge confronting the education sector today. The experiences of challenges, success and constraints faced by the principals in exercising their 21st century leadership skills need to be unearthed and made sense in order to navigate it with real expertise that twenty first century looks for.

The purpose of this qualitative study was to explore the experience of principals' readiness and preparedness for 21st century leadership skills and to describe and interpret them. The study used purposive sampling, semi-structured in-depth interviews for collecting the data, and Interpretative Phenomenological Analysis (Smith et al., 2009) for analyzing the data. The seven principals of Claretian-run secondary schools in northeast India were the participants of the study.

The study brought out nine superordinate themes of experience in four domains of 21st century principal leadership and interpretive findings. A further analysis on four domains and their interpretive findings brought out four key leadership roles demonstrated by the principals, namely; 1) Supervising & managing the teaching and learning of the school 2) Stakeholder engagement 3) Personnel resource management and climate building 4) Innovative practice building & Technology resource management. Two dimensions namely, reflective and Claretian, emerged as factors influencing and guiding the leadership practices. The Four domain leadership findings and the

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framework of key leadership roles and competency models that emerged are in alignment with the six school leadership theories in the extant literature.

Principals showed their readiness in four domains of 21st century leadership skills by demonstrating four key leadership roles and corresponding competency areas and skills. The key leadership roles are dynamically interrelated and permeated across the domains of 21st century principal leadership, while their importance in each domain has been significantly experienced by the principals.

Key Words: 21st Century Principal Leadership Skills, innovative practices, principal readiness, IPA, Key leadership roles and competency model.

Introduction

"Educational change is fundamentally about people at the center, individuals changing their practices to evolve systems to be responsible and innovative to the present and future needs of the society" (Malone, 2018). When education becomes more and more complex, according to Malone, educational leader's responsibility is to grapple with intersecting contexts to broaden the educational change reforms especially in a fast and repaid changing world of the 21st century.

The changes are happening fast, just to consider the changes that occurred in the last half of the 20th century and the changes that happened in the first decade of the 21st century, will expose us a world of sporadic changes that are unpredictable and the uncertainties that educators has to grapples with in providing right kind of education, that our students need to "survive and thrive", (Fullan, 2008) to borrow the term from Fullan, in the 21st century. (Schrum & Levin, 2015)

Dennis Shirley (2017) opined that educators at all levels stand in the midst of change as never before, as education has a significant role to play in charting the future, and she invites from the part of educators a careful study regarding the educational change and contribute in one's own way, ensuring that it benefits all.

There is a new set of population inhabiting our school landscape made of Generation Z students who are smarter than previous generations and endowed and equipped with more knowledge and skills to manoeuvre the significant tool of the time, internet. Now the emerging Generation Alpha, the so called original digital natives are entering into schools already and they will be entering universities and colleges by 2030, with a completely different technical wiring, expertise, and skills whether the educational leadership is going to engage these emerging generation with times tested best practices or would it be able to provide innovative practices that can empower and motivate them to succeed in today's world and become responsible and productive global citizens.

When we talk about delivering 21st century skills, as an imperative reflection, three questions should guide the inquiry; (Driscoll, 2015). Do the schools deliver 21st century skills that empower new generations to become global citizens and global leaders? Is there adequate and relevant supporting, encouraging and assisting new generations students to create a sustainable

future for them? Do the educators especially principals, maintain focus on what is essential and important for the learners today?

Literature Review

Literature review attempted to capture the principal readiness on the 21st century leadership skills from four perspectives of School leadership: leadership challenging factors, leadership skills and competency factors, leadership practice factors and leadership contextual factors. The challenging factors are enormous and few challenges are earmarked as major representative challenges that emerged and still educational world grappling with namely, the invasion of digital era, issue of sustainability and the perception of role change for the principal.

When dwelling on preparing and managing changes in the 21st century, educational leader's role merely as technology visionary alone would not suffice. According to few educational experts, the most important aspect of the leading 21st century Schools, is the capacity to share the vision and to elicit the support of all the stakeholder groups from the school boards to families who need to understand the use of technology (Levin & Schrum, 2012; Schrum & Levin, 2012; Schrum & Levin, 2015).

However, along with many other educational experts, Harries (2016) also acknowledges that new technologies add essential dimensions of time space and quality of educational experiences, but warns about a danger when it assumes an ideological dimensions, as it takes on a deterinism, that leads to assumption that its appearance demands application (Barter, 2013; Corbert & Vibert, 2013; Harries, 2016). "Self-awareness is essential for a collaborative approach to leadership. In order to build authentic relationship is within a group or a community, leaders must be aware of not only their skills, but also their values, beliefs and motivations" (Komives, Wagner, & Associates, 2017, p 43).

Challenges inevitably calls for a response, whether adequate or inadequate to the challenges is for the principals to decide in reflecting and looking from their daily experience.   Educational researchers through their investigation into the experience of various educational leaders brought fourth various clusters of skills for the principal leadership. As an instructional leader, Sharrat and Fullan's (Sharrat and Fullan, 2012) three clusters of skills are relevant for principals in the 21st century, the capacity to know, mobilize and sustain in order to respond effectively to the emerging challenges. 'Technologiz-abiity' is the fourth factor which is crucial to the emerging changes in the 21st century.   The world is in the middle of a technological revolution, as technologies drive development, and we must adapt and leverage the fourth industrial revolution (4IR) to achieve sustainable development goals.

Around the world there are technological breakthroughs in various fields such as artificial intelligence, robotics, the Internet of Things, nanotechnology, biotechnology, quantum computing et are all in terms of efficiency and productivity, transforming and reshaping the systems of government, education, healthcare and commerce. Therefore, the education system is changing. Established teaching methodologies are challenged requiring new ones and technology is playing a

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prominent role in looking and having new approaches and we keep hearing of an 'education revolution' that will bring upon a radical transformation in the schools and universities.

It also brings into investigation that how far school leaders are prepared to take on a parallel progressive approach along with industry 4. 0. How much education 4.0 is being realized in the actual school leadership experience? The practice factor discussed in the literature, namely the reflective deliberation, a quality that leader needs to possess in order to really thrive with the innovations in the changed times also exposes the inevitable quality of school leadership for the 21st century *VUCA* times. Reflective leadership can create a sense of practical application of collaboration and self-awareness and reflection over one's own activities helps a leader to deliberate and decide a prospective change implementation and innovations. And it becomes a more essential practice for a 21st century School leader.

Purpose of the Study: The purpose of the study was to explore the lived experience of principal readiness for the 21st century leadership skills and to describe and interpret their experience of 21st century leadership skills.

Functional definition of Key Terms

Claretian Missionaries of Northeast India: *The Claretian Missionaries of Northeast India Delegation is a group of missionary priests belonging to the Claretian Missionary Congregation. They provide missionary evangelization and social and cultural development activities, including educational institutions, in eight north-eastern Indian states.*

21st Century leadership skills: *21st century leadership skills can be conceived as those skills that support meeting the strategic and organizational challenges of the VUCA (Volatile, Uncertain, Complex and Ambiguous) world of today. In this particular study, 21st century skills are conceived as a framework of leadership skills, culled out from the various pieces of educational leadership literature that describe the skills and competencies for a 21st century school leader, particularly principals. (Lewis & Murphy, 2008; Sharrat & Fullan, 2012; Wagner, 2013, Schrum & Levin, 2015; Clarke, 2016).*

Principal readiness: *Principal readiness, here in this study, is not understood as a static activity or status (qualified /certified) of being prepared to the task of principalship, but to be considered as an ongoing experience of sense of being prepared/not prepared and challenged/ not challenged for/by the emerging challenges of the changing times, in the process of exercising their leadership, in the awareness of their competence and skills.*

The following question guided the research: What are the experiences of the principals of Claretian Schools in Northeast India, on the readiness for the 21st century leadership skills?
 The following sub-questions were added to further explore the area of inquiry;
1. How do the participants experience their readiness in knowledge skills and capacities in exercising their leadership? 2. How do participants describe their preparedness of skills and capacities in order to navigate their 21st century teaching learning process? 3. How do participants

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live their readiness on skills and capacities to create and build organizational environment to addresses the aspect of sustainability in the teaching –learning practices of the school? 4. How do the participants view themselves with skills and competencies as technology leaders who can engage emerging generation of learners in exercising their principal leadership? 5. How do the participants describe their experience of inventing innovative practices? 6. What factors of their leadership practice guide and influence the process of 21st century skill preparedness?

The scope of this study included principals from the various schools run by the Claretian Missionaries of the North East India. The study was limited to principals who are in their leadership role not less than 10 years in the educational institutions of the Claretians of the Northeast India.

Methodology

This study used Interpretative Phenomenological Analysis (IPA) which is conceptualized and organized by Smith, Flowers, and Larkin as a new phenomenological research tradition (Smith et al., 2009). According to them, "IPA is a qualitative research approach committed to the examination of how people make sense of their major life experiences" (p.1) and it is a strategy and a social constructivist framework where knowledge is built together by the researcher and the participants (Creswell, 2013). The study used purposive sampling, semi-structured in-depth interviews for collecting the data, and Interpretative Phenomenological Analysis (Smith et al., 2009) for analyzing the data. The seven principals of Claretian-run secondary schools in northeast India were the participants of the study.

Data analysis:

The data analysis was done using the six step method of Interpretative Phenomenological analysis proposed by Smith et al. (2009). They are: Reading and rereading 2. Note making: detailed analysis/coding 3. Noting Emergent themes (development of emergent themes and interpretive space for the researcher 4. Connections across emergent themes (subthemes to superordinate themes) 5. Moving to the next case (previous case is bracketed) 6. Looking for patterns across the cases (Final table of superordinate themes & set of final themes are arrived at)

In the data analysis researcher, focused on the following aspects: firstly, the experience of the participants in the emerging domains of exercising their twenty first century leadership skills; secondly, the actionable behaviours, key leadership roles and skills demonstrated while exercising their leadership in each of these domains. As per IPA steps, while making subthemes to superordinate themes, I used two strategies of abstraction and subsumption (Smith et al., 2009) Abstraction is an analytical process of identifying patterns among the emergent themes by clubbing together themes that are similar and giving a new name for the cluster (Smit et al., 2009). Subsumption is also similar process of abstraction but with the difference that in subsumption an emergent theme acquires a superordinate status and brings the related themes together. Through the process of abstraction and subsumption and clustering of themes, eleven superordinate themes of overarching dominant experiences were arrived at. Final stage, the researcher, also used the vertical

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and horizontal analysis to see the common patterns of experiences and brought out the final table of superordinate themes and their subthemes.

Findings

This study explored the experiences of the principals of the seven Claretian run schools of the North east India with regards to readiness for the 21st century leadership skills in the exercise of principal leadership. The Average number of years in principalship is 12years for the participants. And all the participants were principals in more than one Claretian school. In the entire data analysis process, the researcher, focused on the following aspects: the experience of the participants in each domain of exercising their twenty first century leadership skills; secondly, the actionable behaviours, key leadership roles and skills demonstrated while exercising their leadership in each of these domains.

While streamlining these focus in the transcripts, at the analytical level, researcher was able to capture the essence of their experiences in exercising the 21st century leadership skills through nine superordinate themes and their subthemes in four domains of their daily exercise of leadership. As the IPA allows the researcher to look into how the participant make sense of these experiences, researcher also brought out the interpretive findings in each domains. Within the flexible approach of the IPA researcher also, in a further analysis attempted to unearth the pattern and meaning of the experiences to form a framework of Key leadership roles and behavioural competency being demonstrated and experienced commonly by the participants. As per the explication of the data, the following are the four domains of the leadership and nine superordinate themes and their subthemes emerged and with their interpretive findings.

Table I

An **Overview of Domains, Superordinate themes, and themes**

Domains	Superordinate themes	Themes
Applying and assessing:	Experiencing challenges yet fulfilling moments	Integrating and improvising the knowledge and skills. Leading from the front and taking along
	Anchoring a progressive realization on collaboration and Assessment	Delegating enhance collaboration and brings results. Being in the ground zero enhances the assessment Assessing progress through multi-level feedbacks
Inspiring and nurturing:	Experiencing value articulating and percolating	Creating value ambience & nurturing the attitudes. Augmenting oneness and unity of purpose

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	Channelling communication	Experiencing crafting communication. Experiencing lacking communication.
	Experiencing Mediating and igniting Motivation	Looking a(head) for motivation Strategizing and linking the motivation
Affirming and accompanying	Experiencing Trust begets trust	Walking besides the team affirms the trust Affirming impartiality and inclusiveness Valuing and creating a positive environment
	Building personal to collective consciousness	Instilling personal and environmental consciousness Endorsing collective responsibility
Adapting and integrating:	Experiencing personal Inadequacies & professional inevitability	Manoeuvring adapting personally and integrating professionally Experiencing a sense of invasion and technological lacuna
	Experiencing challenging the status quo and endorsing creativity	Networking neighbourhood and Bridging pathways Overcoming struggles and negotiating failures.

With the flexibility IPA provides, the researcher moved from the question of what to the question of how regarding the lived experiences of the principals and focused on the actionable behaviours and skills demonstrated in their leadership experiences. Thus from nine superordinate themes and interpretive findings, emerged four key leadership roles and corresponding competency areas and skills demonstrated by the participants.

Table II

Key Leadership roles, key competency areas and skills demonstrated by the Claretian principals of North-east India, in the exercise of 21st century leadership.

Key leadership roles	Key Competency area	Skills demonstrated
Supervising and guiding the teaching learning of	Knowledge sharing and improvising Leading and supervising	Knowing and updating skills Monitoring & -Assessing skills Supervisory skills

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the school	Assessing the ——teaching learning	
Stakeholder engagement	Delegating the activities Collaboration and networking Effective communication	Empowering skills Observational skills Accommodating skills Articulating skills Crafting skills Accompanying and affirming skills Empowering skills
Personnel resource management and climate building	Capacity- building Structuring collaboration Creating a positive environment Conflict management and negotiation	Unifying and endorsing skills Team building skills Negotiating skills Empowering skills Consensus building skills
Innovative practice building & Technology resource management	Community partnership & networking Innovative & creative	Technology resource-management skills Networking & Negotiating skills

Discussions on Domains and Key leadership roles and interpretive findings

Applying and assessing

This domain related to the principal's leadership abilities and competence aspects in relation to the overall teaching and learning occurring in the school under his supervision and instruction. Essential experience of being challenged and yet sense of fulfilment guided the participants through their leadership activities as an instructional leader. Processing knowledge, acquiring and aligning it with the instructions and the capacity to transcend the learned knowledge were found important in order to carry out effectively the instructional and supervisory activities

Participants also went through an essential experience of a progressive realization that delegating the activities enhance effectivity and collaboration.   Participants developed their capacity for encouraging collaboration and delegation. In the initial years of their leadership, they had thinking that , they can achieve 'by doing things oneself', but participants realized that collaborating and working together for the common goal of teaching learning is the real achievement in the leadership activities. Principals' assessing of teaching learning process was

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guided by their grass rooting presence with the teachers and students which guaranteed the real monitoring. Participants narrated their realization from the experiences, being with stakeholders, especially teachers and students ensures real monitoring of the teaching learning process.

The competencies shown by the participants' knowledge sharing and improvising, leading and supervising, assessing the teaching learning along with knowing and updating skills, monitoring and assessing skills, supervisory skills indicated the key leadership role principals displayed: Supervising and guiding the teaching learning of the School. According to Brolund (2016) principal has a great deal of responsibility towards students, teachers, parents and the community. Class teachers need a leader who is supportive, motivating and knowledgeable. Instructors are an educational resource for their staff. As an instructional resource, a principal keeps abreast of current trends related to effective instruction, assessment, and curriculum. (Brolund, 2016)

Inspiring and nurturing

This is a domain of leadership that referred to the facilitating aspect of the teaching and learning process. It is the mobilising act of the teaching and learning process which reveals the capacity of the principal as a leader to put into action what he knows and what he decides to do in the collective arena of the teaching learning process.

The data analysis, on the participants experience of mobilizing the teaching learning process as leaders revealed three essential experiences that they had , being engaged in value articulating and percolating, and becomes channels and agents of communication and motivation. Personal credibility and role modelling were important aspects while impartiality and developing an inclusive culture were crucial factors in their leadership activities. Participants demonstrated skills and competencies dealing with anti-collaboration tendencies in order to facilitate teaching learning. Planned communication was felt very important while participants also experienced, lacking communication skills influenced negatively their leadership in the inspiring and nurturing domain of their leadership.

This study revealed that participants, experienced in their leadership practices engaging with teachers and students meaningfully in order to create positive ambience for the effective teaching learning process. Participants realized that to effect change in the system, they need to take stakeholders into confidence. The leadership initiatives to see its intended effect, delegating properly, involving everyone in the process, and building trust and effective communication were considered of really important by the principals.

Stakeholders to be involved in the school improvement plan include teachers, students, the community and parents/guardians. involving stakeholders in school improvement planning by principal/ school leadership; help set out the school's vision for its future and how it intends to address its weaknesses with the aim of bringing about improvements in areas where they are most needed. This in turn will help the school to successfully introduce positive changes in the school to

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improve teaching and learning. (Kingsley K, Chidiman Chenyne, Rosita Nwarbaeka, & Heanry Francis, 2020).

Affirming and accompanying:

This leadership dimension explored in the study showed how principals as leader maintained leading and guiding activities of the school. . It included the ability of the leaders to establish continuity in their leadership activities in order to sustain the teaching and learning processes that are being initiated. Environmental sustainability as an important aspect of the 21st century was also examined in this study. The major thrust in this, domain was one of affirming the stakeholders namely, teachers, students and parents, and accompany them in their efforts in bringing out the successful teaching learning activities.

In order to sustain and continue the effective practices in the teaching learning process, the key experience of leadership was anchoring relationship and creating positive environment. All the Participants felt the need for trust building through walking beside the teaching learning fraternity. Upholding dignity of individuals in the relationships and interactions were considered crucial factors in the leadership behaviours of leaders in creating a positive environment in the campus.

As regards to the leadership of the principal in the environmental sustainability, participants' experiences focused on two aspects namely; instilling personal and environment consciousness and endorsing collective responsibility. They made the teaching learning fraternity to engage in initiatives and activities that awaken environmental consciousness in the stakeholders and focused in developing collective ownership in this regard. All the participants endorsed collective ownership, in order to ensure continuity while initiating sustaining activities.

The role emerged in the affirming and accompanying domain of the principal leadership, is Personnel resource management and capacity building. The competencies that participants manifested in this role were capacity building, structuring collaboration, creating a positive environment, conflict management and negotiation. The skills corresponding to these competencies explored in the participants were unifying and endorsing skills, team building skills, negotiating skills, empowering skills and consensus building skills. . Principals as leaders engaged in activities that ensures the continuity of efficient practices in the school.

Legros and Ryan (2015) in their study concluded: The school leader is an integral part of creating and maintaining a school climate. Having a positive school climate is no longer a bonus to good leadership. It is the product of conscious leadership decisions. In essence, the way a school leader decides to lead determines whether or not a positive school climate is created. Effective school leaders align their practice with classroom-based interactions with teachers, creating a productive school climate, facilitating collaborative and professional learning communities, and strategic human and resource management processes. (Grissom et al., 2021)

Adapting and integrating:

This is a growing area in the twenty-first century world since it cannot do away with the technology that is finding its way into education. This component entails the leadership's capacity to

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implement and integrate technology into the school's teaching and learning process. This area included the leader's capacity to adapt and to accept technologies within his personal competence and capability.

In the aspects of technology leadership, participants essential experiences were prevailing sense of personal inadequacies yet the professional inevitability, in which principals felt, though they were inadequate in the technological leadership, 21st century necessitated it as an unavoidable aspect to tackle it in their leadership. Participants considered that coping with changing technology and adaptation was a challenge and a key characteristic in this domain. Principals as technology leaders of the 21st century, were convinced about the need to implement technology in the teaching learning process, yet they also valued the capacity to transcend technology was also important. In the creative and innovative aspects, participants' essential experiences were promoting creativity and innovation, with a sense of feeling insufficiency in this regard. Participants realized that overcoming struggles and negotiating failures were part of their experiences while promoting creativity and innovation.

Forming relational and networking skills were manifested by the participants as they found networking neighbourhood and looking for innovative ideas and practices aided in implementing creativity and innovation.

Innovative Practice Building and Technology Resource Management was the key leadership role manifested by the participants in carrying out the Integrating and adapting domain of their leadership, in which principal leads the group to innovation and creativity. In 21st Century innovation and creativity are inalienably linked with technology. The shift is from a paradigm of traditional skills and obedience to positional authority to a focus on so-called 21st century skills and more adaptive behaviours. Success lies in the ability to communicate, share and use information to solve complex problems, to be able to adapt to new demands and changing circumstances and to innovate, to be able to harness and expand the power of technology to create new knowledge and expand human capacity and productivity. (Binkley et al., 2012)

Factors influencing the leadership preparedness

There are two factors that emerged influencing the entire leadership preparedness for the 21st Century skills. They are Reflective and Claretian Dimensions. These two factors influenced and guided the principals' exercise of 21st century skills in all the domains of their leadership.

Reflective: The reflective factor of principal leadership comprised of their ability to ponder one's own actions and decisions prior to carrying it out in their leadership activities. The essential experience of participants at this dimension was one of ensuring success through collective deliberation. Participants all manifested a movement from self to others, in view of ensuring the success of the activities. Process was initiated by the personal reflection and culminating in a collective deliberation. Prioritizing consultation and collective thinking was a key aspect and

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discerning the right before the action, was the purpose for which reflective practices were considered important in the lives of the participant principals as leaders in the decision-making process.   Leaders with a consciousness of self are self-observant, reflective, and continually develop that awareness. The ability to learn leadership comes from self-awareness and the ability to examine one's own thinking (Hannah & Avolio, 2010; Reichard & Thompson, 2016). Shapira-Lishchinsky (2015)

Claretian: The Claretian dimension was explored as the participant principals belong to the Claretian congregation and how they aligned the vision and mission of the congregation in their 21st century leadership practices. The super ordinate theme emerged at this dimension of the principal leadership was affirming holistic development and transformational leadership with the following sub-themes substantiating the superordinate theme. Living up to the Claretian motto, streamlining personal and professional competencies in which participants experienced that they were living up to Claretian motto in their leadership practices –and being faithful to their identity and tried to develop skills and competencies befitting to live out the motto in their personal and professional lives.

A study by Leithwood et al. (2019) identified several practices that almost all successful leaders share for being successful in schools, catered around vision, relationships, culture and enabling improvement through organizational order. What is important is how these practices were applied, more than the practices themselves were considered important. Claretian principals showed that their practices are important while they see it within the lens of the Claretian mission and vision of education. So the principals all took keen attention in judicious application of the practices that will align the vision and mission of the institute.

A framework of applicable theories from the existing literature was used to discuss the study's findings. According to Collins and Stockton (2018), interpreting the findings in light of current knowledge makes the sense-making process clear and aids the researcher in the creation of new meaning. I identified six theories of school leadership that are related to the study's findings: 1. Constructivist Leadership,— 2. Distributed leadership, 3. Instructional leadership, 4. Invitational leadership, 5. Strategic leadership, and 6. Transformation leadership.

After sketching a theoretical framework that is congruent with the findings of this qualitative enquiry, the researcher placed the findings of the study in connection with the other research studies that are done regarding the 21st century school leadership. In the 21st century, characterized by digitalization, school leaders and administrators are to develop characteristics and skills to cope and design appropriate teaching learning management, challenging and inspiring teachers and learners to create cooperation in learning, inventing, creating knowledge and innovating. (Chamchoy, 2017) The nine superordinate themes along with its subthemes substantially indicate the experiences of principals' readiness and skills for 21st century in   managing and leading the teaching learning aspects in the school.

Principals' readiness for the 21st century VUCA Environment: VUCA 2. 0

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In the process of identifying effective and successful leadership, besides the objectivist process, one needs to promote subjectivist and interpretive approaches, which can give fresher insights into educational leadership and the significant part of the job of a principal is dealing with changes that may occur in the future and to develop capacities for managing change and innovation in a changing VUCA (Volatile, uncertain, complex, and Ambiguous) environment. (Horney et.al, 2010)
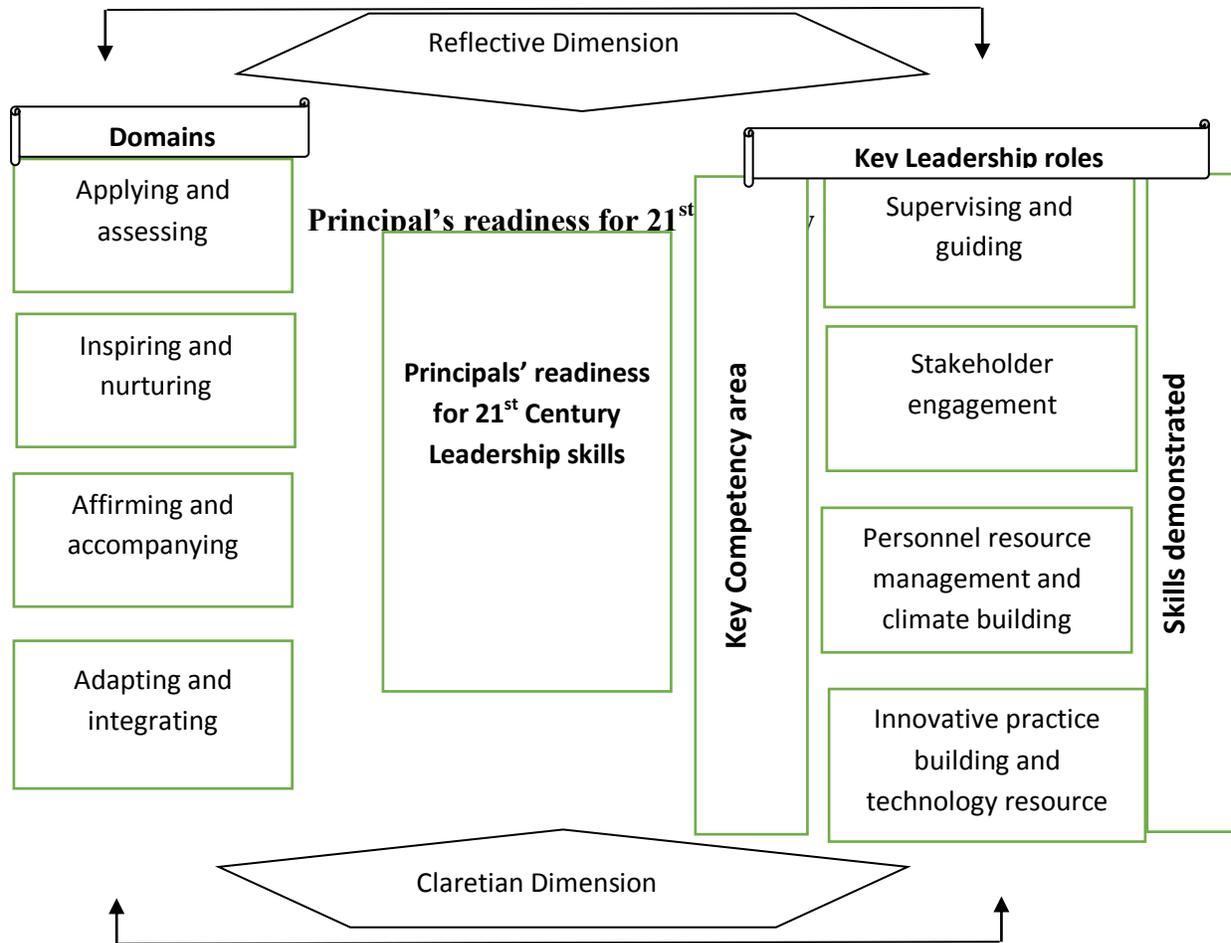
The researcher's investigation with subjectivist paradigm into the preparedness of the 21st leadership skills brought out four domains of their leadership experiences and four leadership roles that participants demonstrated while dealing with changing VUCA environment. Those key leadership roles demonstrated can be clustered or aligned to show the Claretian principals' readiness for the 21st century skills placing them under for activities namely, Visioning, Updating, Collaborating and Adapting (VUCA) to create a VUCA 2.0

Table III

Calretian Principals' preparedness for the 21st Century VUCA World

PRINCIPAL READINESS TO MEET THE 21ST CENTURY VUCA WORLD				
Aligning Holistic development and integral education (Clarretian dimension)	Supervising and guiding the teaching learning	Personal resource management and climate building Stakeholder engagement	Innovative Practice building and Technology resource management	
Visioning	**Updating**	**Collaborating**	**Adapting**	**2.0**
V **Volatility**	**U** **Uncertainty**	**C** **Complexity**	**A** **Ambiguity**	**1.0**

Conclusions

Principals show their readiness in four domains of 21st century leadership experiences. Principals' experience at each leadership domain show that they demonstrated key leadership roles and corresponding competency areas and the skills. Two dimensions emerged as influencing and guiding principals' leadership practices and preparedness. The key leadership roles are dynamically interrelated and permeated across domains of the 21st century principal leadership while its importance at each domain is been significantly experienced by the principals. Following figure shows graphically, the summary of the findings on Claretian principals' readiness for 21st century leadership skills.

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Implications for Principal Leadership

The current study's findings have implications for principal leadership, adding empirical data to the literature on principal readiness on the 21st century leadership skills and the need to personally engage in order to deliver the needed change or to implement innovative practices befitting to the challenges of the 21st Century. The study reflected a principal's existential situations in the light of the 21st century contextual leadership scenario, and the leadership themes and leadership roles revealed in the study can be used as insights to guide the preparations and training for school leaders, particularly principals, especially for educational leadership and management of the Claretians of Northeast India. Moreover, the enhanced insights on the need for continued and sustained skill acquisition for change and innovation in the actual lived experiences of principals unearthed by this study can be applied with its limited yet appropriate generalizability to the general educational leadership context, taking into consideration the meaning it has in the various school leadership contexts.

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The researcher acknowledge the following limitations of this study: Firstly, the limitations of subjectivity, since it was a qualitative study using IPA, there were elements of subjectivity that came across from the researcher. According to Maxwell (2013) "the fact that the researcher is part of the world he or she studies – is a powerful and inescapable influence" (p.125). My perceptual lenses, beliefs, thoughts, feelings and experiences may also have limited as what I was able to see and perceive in the conduct and the finding of the study (Maxwell, 2013). Secondly, limitations regarding the selection process of participants and _ sampling: The study used the Claretian principals prevalent in Northeast India as a sample, and the sample size was kept small. Additionally, there was limitations of sample diversity being the small size of seven. Thirdly, analytical limitations. As regards analysis, the researcher do not claim completeness, certainty or comprehensiveness of my interpretations.

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