Chapter VII

Summary and Conclusions
# CHAPTER VII

## SUMMARY AND CONCLUSIONS

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CHAPTER VII

SUMMARY AND CONCLUSIONS

7.1 Overview:

This being the last chapter contains the summary and the conclusion. A brief account of what has been done so far is presented in this chapter and the findings are reported along with the conclusions made thereon.

7.2 Aim and Objectives of the Study:

The aim of the study is spelt out here and the objectives of the study are restated for the sake of ready reference.

7.2.1 Aim of the Study:

The study purports to analyse the orientations and dimensions of women leadership at collegiate level with particular reference to their age, marital status, locality and discipline taught by them.
7.2.2 Objectives Restated:

(i) To find out whether the college women administrators are task oriented or person oriented in their leadership.

(ii) To find out whether the college women administrators are high in their initiating structure dimension of leadership or high in their consideration dimension of leadership.

(iii) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators and their age.

(iv) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators and their marital status.

(v) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators and their subject.

(vi) To find out whether there is any significant association between Task/Person leadership orientation of women administrators and their locality.
(vii) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators of autonomous colleges and those of affiliated colleges and the affiliated status of the college.

(viii) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators of government colleges or those of government aided colleges and the nature of college management.

(ix) To find out whether there is any significant association between Task/Person leadership orientation of college women administrators of government colleges or those of self-finance colleges and the financial status of the college.

(x) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators and their age.

(xi) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators and their marital status.
(xii) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators and the subject they teach.

(xiii) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators and their locality.

(xiv) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators of autonomous colleges and those of affiliated colleges and the affiliated status of the college.

(xv) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators of government colleges or those of government aided colleges and the nature of college management.

(xvi) To find out whether there is any significant association between initiating structure/consideration leadership dimension of college women administrators of government colleges or those of self-financial colleges and the financial status of the college.
(xvii) To find out the dominant leadership behaviour of the women leaders at collegiate level.

7.3 Background for the Study:

The declaration of the year 1975, as the international women's year and the period 1976 - '85 as the International Decade of Women and several national and international conferences reflect the concern shared globally on the status of women.

Pandit Jawaharlal Nehru said, "In order to awaken of the people, it is the woman who has to be awakened. Once she is on the move, the house hold moves, the village moves and the country moves; and through the women, the children are brought into the picture and given the opportunity of a healthier life and better training. Thus, through the children of today we build the India tomorrow". Thus women's leadership is vital for development and growth of our nation.

There is a feeling that men are more capable than women in managing people and looking after administration. Many people think that women are more suitable for educational administration. Whether it is true or not can be understood only by an analysis of the leadership behaviours of the women administrators in educational institutions. It is against this background and line of thinking that the present study on women leadership at collegiate level is undertaken.
The main concern of educational administration being people and their welfare, the techniques of educational administration are mostly persuasive while those in other kinds of administration are mostly coercive, dictatorial and authoritative. An educational administrator has to look to the interaction of the persons involved, whereas in other types of administration one can afford to ignore the reactions of the persons attacked by the decisions².

Principals and Heads of Department are key figures in educational administration of colleges which are otherwise known as citadels of tertiary education or higher education. The college women administrators through their right type of leadership are instrumental in releasing and tapping out the human potentialities of the colleges through their individual and collective decisions, planning and discussions with the faculty members, students, parents and others³.

The present trend is to make women shoulder greater responsibilities in the development and administration of the country. The educational institutions play an important role in imparting established training to the youth of this country.

The women leaders in educational institutions play catalytic role for creating and developing a learning culture which is very essential for the success of an educational institution⁴.
It is in the hands of college women administrators that a sizeable portion of the youth of the nation whose future behavior to a large extent depends upon the leadership dimension and orientation of these women leaders. A study of this kind will certainly be helpful in suggesting ways and means to make the best out of them. It is against this background that the study has been undertaken.

7.4 Significance & Relevance of the study:

Education plays a significant role in bringing about desirable behavioural modifications on the part of the individual. No doubt, education is a change-maker or transformer. As such it is the education on which a nation's culture and heritage depend to a large extent. For the educational institutions, to serve the cause of education, they ought to be managed by persons who are competent and capable of delivering the goods.

Principals and Heads of Departments are key figures in educational administration of women's colleges and no doubt, they are the significant agents in promoting changes, transformations or improvements in the campus. They are the acknowledged and appointed status leaders. A study of this kind is significant to the extent it will provide clues as to the leadership potential of the women leaders at collegiate level. Certainly the findings of the study will fill up the gaps in research with a special reference to women leaders in higher education.
There are not many studies on the Task/Person orientation and initiating structure and consideration dimension of leadership of women leaders at the higher educational administration. The present study is relevant to the extent it will fulfil the need to probe into this leadership orientation and dimension of women leaders. Thus this study has a high degree of significance and relevance.

7.5 Methodology:

This study is an empirical study of the leadership behaviour of women leaders at collegiate level. The required data for the study collected by means of two standardised tools - Task/Person leadership Questionnaire and Leadership Behaviour Description Questionnaire.

Data collected for the study of Task or Person oriented leadership, Initiating Structure dimension and the Consideration dimension of leadership of college women administrators were analysed under three major heads, viz, leadership type study, leadership associational study and leadership behavioural study.

Under 'leadership type study', two types of analysis like, whether the college women administrators are task oriented or person oriented in their leadership style or adopting initiating structure dimension leadership or consideration type leadership were made. Both were global studies and all the respondents irrespective of their age, discipline, locality and other factors were taken up for analysis.
Under 'leadership associational study', an attempt was made to find out whether there is any significant association between Task/Person orientation or Initiating Structure Dimension/Consideration Leadership Dimension of college women administrators and various factors like their age, marital status, subject of study, locality and type of college.

Under 'behavioural study', the different aspects of leadership behaviour as indicated in the Task/Person Leadership Questionnaire and the Leadership Behaviour Description Questionnaire used by the researcher were probed into to find out the dominant leadership behaviour of the women leaders at collegiate level.

7.6 Findings:

The chief findings that emerged from the analysis of the collected data are presented below:

1. Leadership Type Study:

(i) The college women administrators under study are person oriented in their leadership.

(ii) The college women administrators under study are neither high in initiating structure leadership dimension nor high in consideration dimension.
2. Leadership Associational Study:

(iii) There is no significant association between Task/Person orientation of college women administrators and their age.

(iv) There is no significant association between Task/Person orientation of college women administrators and their marital status.

(v) There is no significant association between Task/Person orientation of college women administrators and their subject.

(vi) There is no significant association between Task/Person orientation of college women administrators and their locality.

(vii) There is no significant association between Task/Person orientation of college women administrators of autonomous colleges or those of affiliated colleges where they work and the affiliated status of the college.

(viii) There is no significant association between Task/Person orientation of college women administrators of government colleges or those of government aided colleges and the nature of the college management.
(ix) There is no significant association between Task/Person orientation of college woman administrators of government colleges or those of self-finance colleges and the financial status of the college.

(x) There is no significant association between the number of respondents in their initiating structure leadership dimension and consideration leadership dimension and their age.

(xi) There is no significant association between initiating structure/consideration leadership dimension of college women administrators and their marital status.

(xii) There is no significant association between initiating structure/consideration leadership dimension of college women administrators and their subject, i.e., the academic discipline they belong to.

(xiii) There is no significant association between initiating structure/consideration leadership dimension of college women administrators and their locality.

(xiv) There is no significant association between initiating structure/consideration leadership dimension of college women administrators of autonomous colleges or those of affiliated colleges where they work and the affiliated status of the college.
(xv) There is no significant association between initiating structure/consideration leadership dimension of college women administrators of government colleges or those of government aided colleges and the nature of college management.

(xvi) There is no significant association between initiating structure/consideration leadership dimension of college women administrators of government colleges or those of self-finance colleges where they work and the financial status of the college.

3) Leadership Behavioural Study:

(xvii) A significant proportion of the respondents are found to be Person oriented in their leadership behaviours by agreeing that they allow their staff complete freedom in their work, permit their staff to use their own judgement in solving problems, let their staff do their best the way they think best, assign them to a particular task, are willing to make changes and schedule the work to be done with their willingness.

(xviii) A significant proportion of the respondents are found to be having Initiating Structure leadership dimension in their behaviour by agreeing that a leader should make her attitude clear to the staff, should try out her new ideas with the staff,
should rule with an iron hand, should assign staff to particular tasks, should work without a plan, should maintain the definite standards of performance, should emphasize the meeting of deadlines etc.,

At the same time a significant proportion of respondents are found to be having consideration leadership dimension in their behaviour by agreeing that a leader should be easy to understand, should find time to listen to staff members, should look out for the personal welfare of individual staff members, should treat all staff members as her equals, should be willing to make changes, should be friendly and approachable, should put suggestions made by the staff into operation etc.

7.7 Conclusion:

The study was intended to know whether the women college administrators are task oriented or person oriented and whether they are high or low in initiating structure dimension or high or low in consideration dimension of their leadership. This was studied with reference to their age, marital status, subject, locality and types of colleges like Autonomous College or Affiliated College, Government College or Government Aided College, Government Aided College or Self Finance College.
Analysis of the leadership style of women administrators at college level as regards their task or person oriented leadership with reference to age, marital status, subject, locality and types of colleges like autonomous college or affiliated college, Government college or Government aided college, Government aided college or Self finance college has revealed certain interesting findings. Based on the findings, the following conclusion is drawn by the researcher.

The College women administrators under study are found to be person oriented in their leadership. This has confirmed the belief that women are generally more concerned with the well being and welfare of people. Nature has endowed on them the potential to nurture the young and nurse the sick and the disabled. May be it is this inbuilt nature of women that has created in them a positive attitude towards anything they handle and ultimately made them oriented towards person in their leadership behaviour. Looking from this perspective, women college administrators are no exception and they too are person oriented in their leadership. In an educational institution it is person oriented leadership and not task oriented leadership that will deliver the goods.

Probing further into the reasons for their person oriented leadership through the interactions the researcher had with the women administrator respondents, many things were found revealing. Women by nature are soft-hearted, passive and positive in their approach to fellow beings and problems that
faced them. Many things can be attributed to their person oriented leadership dimension. First of all women by nature are the best care takers of the young as they have the inborn expertise for child rearing. Generally they show consistency in their attitude and are sincere in their responsibilities. It is indeed this quality in women's nature which probably make them play their leadership role more effectively. College women administrators are no exceptions and hence they too are more person oriented in their leadership.

Many of the college women administrators are married and hence their past child rearing and nurturing behaviour and concern over the members of their own families make them inclined to be more person oriented than task oriented.

Human nature is such that no normal human being would like to be enslaved and tend to challenge laws if they are authoritative in nature. At the same time in a democratic atmosphere which is characterised by more of freedom and scope for initiative there is greater possibility for the subordinates to cooperate. The women administrators are quite aware of this human frailities and it is this awareness on their part that probably impel them to be more person oriented than task oriented in their leadership dimension.
An interesting thing that is revealed in this study is that age factor has nothing to do with the leadership dimension of college women administrators. Whether the women college administrators are young or old, they are all person oriented in their leadership style. The belief that a person is rough and tough while she is young and gets mellowed down or softened as she advances in age does not seem to be applicable to college women administrators. Women administrators in colleges uniformly exhibit their womanly nature, i.e., the soft pedalling nature all through their life. Authority and position are not likely to change their nature even as they advance in age.

The assumption that the unmarried would be more task oriented or good task masters is proved wrong in this study. The finding is contrary to the general belief and it is understood that college women administrators are person oriented in their leadership irrespective of their marital status. The marital status of a woman administrator in a college has nothing to do with her leadership orientation. Whether married or unmarried they exhibit the same tendency to be soft hearted towards their subordinates and are more inclined to extract work from them through humanitarian approach and not by rule of thumb. It does not of course mean that they have no regard for discipline through strict enforcement of rules and regulations.
It is generally assumed that college women administrators who belong to the faculty of science would be great task masters whereas those belonging to the faculty of arts would be more humanistic and show concern towards their subordinates. Since the science people are usually rule bound, disciplined and rigid on account of their scientific bent of mind, it is believed that they would be more task oriented than person oriented. But the analysis of the data shows a different trend. The finding of this study disproves this belief and holds that college women administrators are person oriented whether their discipline is arts or science.

There is no connection between the subject studied and taught by a women college administrator and her leadership dimension or behaviour. This may be because whatever subject they study, their real nature is not very much affected by the discipline they belong to. This shows also the consistency in their character.

The college women administrators who hail from rural background are generally assumed to be task-oriented and hence good task masters. But the finding is contrary to this statement and it is understood that college women administrators are person oriented in their leadership pattern irrespective of their locality. The residential locality of the respondents has no effect on the leadership orientation of the college women administrators. This
may be because now a days even those who live in rural areas have the same kind of exposure as the urbanites. Probably the significant role played by the mass media in creating awareness among even the rural folk is attributable to this kind of trend in rural side.

Generally, it is believed that the administrators and teachers in autonomous colleges have more freedom of action and therefore they are inclined to be task oriented. But the finding of this study gives a different picture. Just as women administrators in the affiliated colleges, the women administrators in autonomous colleges are also person oriented rather than task oriented. An attempt to probe further only reveals that their womanly nature alone can be attributed to this kind of leadership dimension in them. Other conditions remain the same the college autonomy does not seem to bring in any change in the leadership dimension of college women administrators.

It is quite interesting to note that whether one works in a government college or in government aided college, her leadership dimension does not change. It is generally assumed that those who are in a government institution would be more rule bound and rigid and therefore they tend to be task oriented. But the finding of this study brings out different kind of leadership behavioural dimension among the college women administrators.
They are more person oriented than task oriented. Here also it is their womanly nature which is attributable to their person oriented leadership dimension.

The college woman administrators allow their staff complete freedom in their work, encourage the use of uniform procedures, permit their staff to use their own judgement in solving problems, needle their staff for greater effort, let their staff do their work the way they think best, keep the work moving at a rapid pace, never turn their staff loose on a job and let them go to it, make earnest attempts to solve conflict as and when they occur in their staff, motivate their slow workers to pick up speed, persuade their staff to understand that new ideas introduced by the institutions are only to their advantage and never fail to appreciate a good piece of work done by the subordinates. All these show that the women administrators at collegiate level are very democratic and person oriented in their leadership dimension.

Analysis of the leadership style of women administrators at college level as regards their initiating structure / consideration dimension of leadership has revealed certain interesting findings. Based on the findings the following conclusion is drawn by the researcher.

It has been found out that the women administrators at collegiate level are neither high in initiating structure dimension nor high in consideration dimension.
of their leadership at global level. Nevertheless, it has been revealed that in certain specific behavioural dispositions, variations are observed. For instance, the women administrators at collegiate level do agree that an efficient leader is one who rules with an iron hand, criticises poor work and works without a plan. Further probing through interaction revealed that they visualise the need for this type of strict leadership especially in a turbulent situation. They never want this to be a regular leadership behavioural disposition in normal situations.

The association between initiating structure / consideration leadership dimension of college women administrators and their age indicate that as the women administrators advance in age they become more considerate than when they are young. As age advances, it is likely that they get mellowed down and get softened in their leadership dimension. This is in fact attributable to the observed change from initiating structure to consideration.

The marital status of the women administrators is found to have no effect on the initiating structure / consideration dimension of their leadership. Unlike age, the marital status has no influence on this particular dimension of leadership. The usual belief that unmarried leaders would be high in their initiating structure than in consideration is not substantiated by the logic of the findings emerged in this study.
Just as the discipline to which a woman administrator at collegiate level belongs has no association with the task/person oriented leadership dimension, as regards the initiating structure / consideration dimension also there is no significance observed. This only confirms the belief that just because a person has studied a particular subject whether Science or Arts, she must be task oriented or high in initiating structure. This is only to say that probably, the study of a science subject has not developed a set of scientific temper to the extent that it is attributable to a particular type of leadership dimension or to say that the arts subject is capable of creating a democrate spirit on the part of individuals to the extent she can act as a democrate leader.

Another finding which makes the study more interesting is the absence of any significant association between the locality of the college women administrators and their Initiating Structure dimension / Consideration dimension of leadership behaviour. Both the women administrators who come from rural area or those who come from Urban area are in the same scale as far as the Initiating Structure dimension or Consideration dimension of leadership is concerned. This is attributable to the mass media exposure which has the same penetrating effect among the rural masses as among the urbanities. Therefore, like any other factor under study, the locality of the respondents has the least influence on the Initiating Structure / Consideration dimension of the College Women administrators' leadership behaviour.
Generally, it is believed that those who work in Government College will have a feeling of more rule-bound and on account of which they tend to be high in their Initiating Structure and those who are in the aided or private institutions are liberal minded and more considerate than their counterparts in the Government Colleges. But this belief is proved wrong in the present study since there is no significant association found between the nature of the institution whether Government or Aided and the Initiating Structure / Consideration dimension of leadership. May be this is because even in the Government colleges, the sense of being bound by rules and regulations is on the decline and they behave just as the administrators of the aided colleges.

Generally it is felt that the women administrators in Autonomous colleges are more strict than their counterparts in the affiliated colleges. But the finding in the study that there is no significant association between the autonomy of the college and their Initiating Structure / Consideration Leadership Dimension is contrary to the general belief. This may be because in the affiliated colleges also the administrators have enough discretion to decide about the curriculum and a say in evaluation.

Though the women administrators at collegiate level are found to be neither high in Initiating Structure Leadership Dimension nor high in Consideration Leadership Dimension, it is interesting to note that both the
dimensions, i.e., initiating structure and consideration are reflected in their behavioural perspectives. The respondents are of the opinion that a leader should make his attitudes clear to the staff, should try out new ideas with the staff, should rule with an iron hand if necessary, should speak in a manner not to be questioned, should assign staff members a particular task, should maintain definite standards of performance, should make sure that the staff work up to capacity and co-ordinate the work of the staff. This shows that they have Initiating structure dimension in their leadership. At the same time, though they are not high in consideration dimension by agreeing that the leaders shall do little thing to make it pleasant to be a member of the staff, to be easy to understand, should find time to listen to staff member, should look out for the personal welfare of the individual staff members, should treat all staff member as equals, should be willing to make changes, should be friendly and approachable, should get staff approval before going ahead, they appear to be considerate in their leadership dimension.

To sum up, it may be said that the women administrators at collegiate level are generally, person oriented and considerate in their leadership dimension. However, if situation warrants they are capable of becoming task oriented and tackle the situation by being high in their Initiating Structure dimension of leadership. All these show that the college women administrators of today are found to be efficient leaders.
7.8 Scope for Further Research

The present study is significant and relevant to the extent that it has analysed the Task/Person leadership orientation and Consideration / Initiating Structure leadership dimension of college women administrators. There is enough scope for further research in the same aspect by making a comparative analysis of these two leadership dimensions between women administrators at collegiate level and men administrators at collegiate level.

The study can also be extended to women leaders working in other professions.

7.9 References:

