Problem

The world is dynamic and changes with time. It changes from industrial age to information age and then to knowledge age. For a productive and continuous development with respect to changes, the world is in need of a dynamic and effective person to lead forward. A leader is a person who has the ability to influence a group of people over an extended period of time. S/He occupies the central role in the group. A leader decides, organises, leads and directs the group of people or organisations to accomplish an objective. S/He also inspires, motivates, co-ordinates and co-operates the subordinates or co-workers to achieve certain goals.

It is believed that an individual can be an effective leader through education, training and experience. To be an effective leader, s/he needs to possess certain qualities like technical skills, human resource management and conceptual skills. Technical skills are the knowledge and ability to conduct a process, human resource
management is the ability to work effectively with people and the conceptual skill is the ability to think long term plans. The success and failure of any organisation or institution depends upon the effectiveness of a leader.

In an educational institution, Principal is the centre of all the activities occurred in the institution. All staff members, teaching and non-teaching members work under the guidance of the Principal. The Principal plays various roles in running the institution. To achieve a common goal s/he leads and directs the co-workers to perform their assigned task skilfully, efficiently and effectively. The Principal has to develop a good relationship with the staff, students, parents and community in order to run the institution. It is necessary for her/him to create a conducive learning environment which enhances the scholastic and co-curricular activities amongst the students. The leader has not only to accept the fundamental responsibility for the quality of the learning which forms the educational foundation for all the young people but also accountable for the quality and effectiveness of the teaching and learning programmes in the institution. Generally, the Principal is the role model for the teachers, students and staff.

Leadership

Leadership is a process of giving meaningful direction. It is an act of organising and influencing the activities which occur in a group context. Leadership is also an ability to persuade others to seek defined objectives enthusiastically and skilfully. It is the quality that binds a group together and motivates it to move towards a common goal. Leadership is the behaviour of a person which brings changes in an individual or a group. It is a process of interaction between the leader and the followers. Leadership is a process of giving guidance to a group of people in pursuit of a mission. It is more than the behaviour or an act of a simple individual.

Leadership has some primary factors. They are leaders, followers, communication and situation. A leader is to be trusted and worthy enough to be followed. A leader cannot be a leader without followers and followers need leaders to lead them. The success of a leader is also determined by the followers. Leaders and followers are closely linked. It is necessary to establish an understanding relationship between them. Bolman & Deal (2008) had expressed that they are
leaders not because of their title, but because people around them grant their cooperation and follow them. The communication between the leader and the followers may either builds or harms their relationship. Hence, the importance of it is on what takes place and how it takes place. A leader is exposed to various situations. Act or behaviour in one situation may not work in another situation. When a leader acts according to the demand of the situation it is said to be an appropriate behaviour and when s/he does not act accordingly it is an inappropriate behaviour which may lead to ineffectiveness of the leader. Therefore, Dereli (2003) had stated that Leadership is a complex phenomenon. Rani (2013) expressed it as a very challenging task.

Leadership is defined and conceptualised in various ways. It has been defined by Drucker (1954) as ‘the lifting of man’s visions to higher sights, the rising of man’s performance to a higher standard, the building of man’s personality beyond its normal limitations’. Leadership is ‘interpersonal influence exercised in a situation and directed, through the communication process, towards the attainment of a specialised goal and goals’ (Tannenbaum, Robert, 1959). Hersey and Blanchard (1996) stated that Leadership is an ‘influence process’. It is also defined as ‘an interaction between two or more member of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members’. According to Michael Drafke and Stan Kossen (2002), leadership is ‘a skill which can also be developed through trial and error, formal education, on-the-job experiences and supplemental reading’.

**Leadership Style**

Style generally means a way of doing something which has become the typical nature of a person or a group and leadership style is the way or pattern adopted by a leader or an administrator for attainment of goal. It is a manner in which a person exercises leadership in a particular situation. Leadership style, therefore, is how a leader behaves during the process of directing and influencing the subordinates.

Leaders have responsibilities to balance the achievement of set tasks, development of a group of people and meeting of the needs of individuals as well as
organisations or institutions. The style of supervising a new employee is different from the style of dealing an experienced employee. Also, decision making becomes more complex as the size of the organisation grows larger. It is necessary to be centralised. But in smaller organisations, consultation is easy. In short, the level of decision making, personality of the members, the state of the organisation and the degree of interaction between the leader and the subordinates are taken into account to determine the style of a leader. Therefore, a leader requires different styles of leadership to influence and direct ‘different’ people in the group towards the set task. Hence, the various leadership styles in discuss, are either based on behavioural or situational approach.

Leadership has different approaches and theories. The Great Man Theory states that leadership is an innate ability (Luthans, L. p. 347). This theory can be traced back to ancient times of Greeks and Romans. According to this theory, Leaders have some exceptional inborn qualities and personal nature which cannot be shared by others and it is these qualities that inspire the followers. Famous figures like Napolean are believed to have such ‘natural’ leadership abilities which enabled them to rise out in any situation and become great leaders. These qualities are bestowed by the divine power and cannot be enhanced by education or training. This is the limitation of the theory.

In 1930s, the limitation of the Great Man Theory gave rise to the Trait Theory which is more realistic (Bolden & et. al, 2003.). This theory emphasises on the personality of the person like appearance, heights, initiative, persistence, interpersonal skills and administrative ability of the leader. The list of traits and qualities associated with leadership are in abundant. In 1974, Stogdill identified some important leadership traits. They are adaptability to situations, alert to social environment, ambitious and achievement-oriented, assertive, co-operative, decisive, dependable, dominant which means desire to influence others, energetic which indicates high activity level, persistent, self-confident, tolerant of stress and willing to assume responsibility. The social scientist further listed different skills that a leader should possess. They are clever in terms of intelligence, conceptually skilled, creative, diplomatic and tactful, fluent in speaking, knowledgeable about group task, organised in terms of administrative ability, persuasive and socially skilled.
The Trait theory is inconclusive (Bolden & et. al, 2003). In contrast to this theory, another theory, the Behavioural theory of leadership was developed in 1940s and 1950s. It states that leaders are known more from acts than by traits. According to this theory, leaders could learn and can be made. Different patterns of behaviour are observed and categorised as ‘styles of behaviour’. Behavioural theory states that a leader needs to perform two major functions (Stoner & Freeman, p. 475). One function is problem-solving function which is ‘task- related’ and another function is social function which is ‘group-maintenance’. If a person is able to perform both the functions successfully, the person is an effective leader. These two functions tend to express in two leadership styles depending on the degree or level of supervision. For close supervision, it is task-oriented style and for general, it is employee-oriented style. Researchers at Ohio State University (late 1940s) identified two dimensions of leadership behaviour. They are ‘initiating structure’ which is task-oriented and ‘consideration’ which is employee-oriented. Two dimensions of leadership behaviour were also identified at the same time by a study conducted at the University of Michigan. They are ‘employee-oriented’ and ‘production-oriented’. ‘Employee-oriented’ behaviour encourages participation of the subordinates in goal setting and decision making. And the ‘production-centered’ behaviour sets rigid task with close supervision. In 1969, Blake and Mouton proposed a Managerial Grid based on the styles of ‘concern for people’ and ‘concern for production’ (Weightman, 2005). This leadership grid represents both Ohio State dimensions and the Michigan dimensions. The limitations of this behavioural theory is that it does not give consideration to the important factors like time, nature of the subordinates and the situation under which one’s behaviour takes place.

According to the Situational theory, the leaders are the products of situation and are strongly affected by it. The leaders have to alter their task and relationship to fit the demands of the situation at hand. Therefore, a leader has to have different behaviour appropriate with the situation. Kinicki and Kreitner (2006) stated that the above statement directly challenges the idea of one best style of leadership. Some other factors affecting the effectiveness of a leader are the characteristics of the leader and the subordinates, situation of both leader and subordinates and their hierarchical position. The Situational theory also shows complexities in practical because of the presence of numerous contingency factors.
Contingency approach which was developed in 1960s and 1970s is refined form of Situational approach. According to this approach, effective leadership depends on many variables such as situation, organisational culture, environmental variables and the nature of tasks. In this approach, neither one style is effective in all situations nor one trait is common to all effective leaders. The prime concern is to identify when a suitable style may be used. The influence of leader depends upon the group task situation and the degree to which the leader’s personality fits the group (Sybil, 2000). The Contingency theory focuses on some factors. The leaders’ personality, their past experiences and expectations are the factors for exercising successfully. The expectations and behaviour of the superiors, peers and the subordinates affect the effectiveness of the leaders. The nature of the task and the culture or policies of the organisation are also some key factors which influence the leadership style.

Fred Fiedler developed a Contingency Model in 1960s. According to this model, a leader’s effectiveness is determined by the interaction of employee orientation with three variables related to the followers, the task and the organisation. They are leader-member relations, task structure and leader position power. Leader-member relation is the manner of acceptance of a leader by the members. It refers to the amount of loyalty, dependability and support that the leader receives from employees. Task structure is the degree to which one specific way is required to do the job. In a favourable relationship, the leader has a high task structure and s/he is able to reward or punish the subordinates without any problem. In an unfavourable relationship, the task is usually unstructured and the leader possesses limited authority. Leader position power is the organisational power that goes with the position the leader occupies (Newstorm & Davis, 1998, p. 210).

Paul Hersey and Kenneth H. Blanchard developed another major Contingency approach. This theory is based on ‘task behaviour’ and ‘relationship behaviour’ a leader provides in a situation and the ‘maturity level’ of the subordinates (Stoner & Freemen, p. 482). The authors defined maturity not as an age or emotional stability but as the experience, desire for achievement and willingness, and ability to accept responsibility. In brief, it is the competence and commitment of the subordinates. To use an appropriate leadership style, the leader must first determine the maturity level of the subordinates. The authors believed that the
relationship between a leader and subordinates moves through four phases of cycle. When the subordinate first enters the organisation, it is ‘high task and low relationship’. When the subordinate is new they need instructions for the task. As the sub-ordinate learns, task-oriented management continues. Leaders’ trust and support increase as familiarity develops. This is the second phase which is ‘high task and high relationship’. As the subordinates’ ability increases, the task responsibility also increases. The leader continues to support and consider for greater responsibility. This is the third phase defined as ‘high relationship and low task’. The fourth phase ‘low relationship and low task’ occurs when the subordinate gains confidence and experiences and direction is no longer needed from the leader.

Path-Goal Theory is another Contingency theory developed by a team of Robert House. It is rooted in an expectancy theory of motivation (Hanson, E. Mark, 1979, p. 175). According to this theory, the job of a leader is to use structure, support and rewards to create a work environment that will help the employees to reach the organisational goals. The leader has to adjust the leadership style accordingly. There are two major roles involved in this model. One role is to create a goal orientation and another is to improve the path that leads towards the goal. There are four styles of leadership. They are Directive, Supportive, Achievement-oriented and Participative leadership. In Directive leadership, the leader instructs what, how and when a task is to be performed under a specific standard. In Supportive leadership, a leader develops friendly relationship and shows concern for the well-being of the subordinates. A leader sets challenging goals and emphasizes excellence in Achievement-oriented leadership. In Participative leadership, the leader consults with the subordinates before a decision is made, and considers their views.

In 1985 Bernard M. Bass explored two types of leadership behaviour. They are Transformational and Transactional leadership styles and behaviours. (Northouse, 2004, p.169). Transformational leaders inspire, change, transform and promote the followers through their personal vision and energy. This leadership is a process which is concerned with the emotions, values, ethics, standards and long-term goals. The leaders motivate their followers to perform and develop to their fullest potential more than expected. One of the important characteristics is that they pay individual attention. Transactional leaders determine the need, classify the
requirements and help to gain confidence of the subordinates to achieve the goal. This style involves an exchange of relationship between the leaders and followers. One of the important characteristics of a transactional leader is the contingent reward. Rewards are exchanged for efforts and promises for good performance. They only watch and abdicate responsibilities. Leaders with this style avoid decision making.

Psychologist Kurt Lewin and colleagues identified three major styles of leadership in 1930s. These styles are based on the degree of authority of influencing the behaviour and decision making in particular, of his/her subordinates (Newstorm and Davis, 1998, pp.206). They are Autocratic / Directive / Monothetic / Authoritarian leadership or Democratic / Participative / Consultative / Ideographic or Delegative / Non Directive / Laissez-faire / Free-rein leadership. These styles focus on the balance of power between the leader and the followers. Since these styles are generally adopted by the Principals of various schools and colleges, these three different leadership styles are chosen for the present study.

**Autocratic Leadership style**

Autocratic leadership style is a classical style. According to this style, the leader centralizes power and unilateral decision-making in self. An Autocratic leader dictates work methods and takes full authority and responsibility by giving orders, assigning tasks and duties without consulting the subordinates. The subordinates are never allowed to participate or influence his decision. She/he directs on how the things should be. In this style, the supervision is tight, direct and precise. Subordinates cannot make any contribution to their own work and even if they could, they would not. The orders are to be followed without any deviation. This style emphasises on unquestioning obedience, strict discipline and strict motivational style.

Autocratic leadership style is satisfactory to those people who love to work under the structure of a centralised authority and strict discipline like less competent subordinates. Leaders with this style are generally aggressive, parental and dictatorial in dealing with the followers. There is an overwhelming control over the subordinates. This style is the best choice in emergency situation like crisis and
pressure and when the subordinates look towards their leaders for solution or answers. In this style, the production is good in the presence of the leader and the production drops down in the absence of the leader.

Autocratic leadership style might lead to frustration, low morale and discontentment. The subordinates are often under a threat of being fired or of imposing any kind of punishment. Force and fear would exist. The subordinates work as they are told and might do only the minimum. Therefore, the productivity is not high and there is hindrance in the growth and development of the subordinates. They are more dependent and have less sense of individuality. Hence, there is lack of sense of ownership and belongingness.

**Democratic Leadership style**

Democratic leadership style decentralises authority. A democratic leader consults with his subordinates and makes them to participate in planning and formulating policies, goal setting, problems solving and even in decision-making which arouse enthusiasm in the subordinates. Communications flow freely in both directions. This style thus promotes higher internal motivation and improve moral and job performances. The subordinates are more or less involved in running the institution and therefore, a sense of ownership and belongingness is developed. Even though the final decision is designated to the leader, the ideas of the followers are considered which eventually leads to satisfaction, contentment and less frustration amongst the subordinates. Their performance is observed at their best.

Democratic leadership style creates a situation by which an individual can learn, and a situation which enables people to check their own performance and recognises achievements. This style reduces grievances, absenteeism and employee turnover and it is more likely to win loyalty and commitment of the group. This style shows respect to all the members which are the infinite resource of constructing knowledge and improves the quality of working life.

Democratic style is meaningless in organisation with complex nature. This technique rather discourages those subordinates who want minimum interaction with superiors or associates. Democratic style may not be effective when quick decisions are to be made.
Delegative Leadership Style

Delegative leader avoid power and responsibility. She/he plays a minor role by taking minimum initiation and is available to support and participate only when needed. She/he gives power and passes the responsibility for decision making to the subordinates. Subordinates are free to do whatever they like without any interference. Delegative style believes that people have skills to do a task and can do it without direction. When they are left to themselves they will put their full effort and so maximum results will be yielded. They develop their own goals, set their own means and solve their own problems. This style helps to develop independent personality. It is therefore, effective in highly motivated, professional groups.

Delegative style may be damaging if the subordinates do not have the knowledge skills and self motivation to do the work effectively and also when they do not manage their time well. This may create only confusion and result to less production.

In earlier days, Principals adopting authoritarian style were appreciated and considered as the most successful. But in recent years, several pioneering researches in this field changed the views drastically. Now, Principals who have the ability to inspire, motivate and influence the staff members to perform their duties willingly are considered as successful. Halpin (1955), Panda (1974) and Bennett (1986) expressed that such Principals are believed to get maximum output by using a participative leadership style. Therefore, a Principal needs to adopt an integrated form of leadership style

There is no single leadership style which can be regarded as the best and definite one. No single style is appropriate in all situations. The most effective leader exercises different leadership styles according to the demand of the situation, circumstances and maturity level of the subordinates. Maturity is not related with the chronological age but is the responsibility of shouldering a task. Man has different maturity levels - high, moderate and even low. The nature of dealing with people is different according to the different maturity level. With low maturity level of the subordinates, the leader need a more directing approach and with high maturity people, a more democratic or delegative style. A leader has to deal with different subordinates with different maturity level at different situation, she/he needs to
adopt different leadership styles. A leader adopting different styles is a flexible leader. Even if a flexible leader uses different styles over a period of time, one style tends to be the dominant one.

An educational institution essentially consists of Principal, staff and students. All these groups influence one another. If any of these groups remains dissatisfied, it would affect the performance of not only that group but also the institution as a whole. Rise and fall of any institution rest not only on the hands of the Head of the institution but also on the subordinates. In fact, inappropriate or inadequate leadership style adopted by the Principal and inadvertent management of subordinates may create a tension and stress among the staff members which will consequently affect the teaching-learning process.

**Stress**

Stress is a psychological condition which affects the achievement or performance. It is generally applied to the pressure, demands and changes people feel in life. Dr. Hans Selye, a pioneer in the research work on stress, states that stress is a body’s specific response to a demand. Stress has neutral connotation. It is the degree or level of the stress which produces positive or negative consequences. When it produces positive consequences, it is called eustress and when it produces negative consequences, it is called distress. Eustress denotes the presence of optimum level of stress in an individual. It will have a positive influence on motivation and contributes positivity to the performances. Distress denotes the presence of high level of stress in an individual. This produces adverse affect on the performance, thought processes and physical condition. So, both the types of stress have physical and mental variations - physical eustress and mental eustress, and physical distress and mental distress.

Kaln and Byosiere (1992) identified various responses to stress like Psychological Responses and Behavioural Responses. They explained that anxiety, boredom, burnout, confusion, depression, frustration, irritation, strain and tension are the Psychological Responses and accidents and errors, degradation in job performance, alcohol and drug use at work, early retirement and strikes are the symptoms of Behavioural Responses. Newstrom and Davis expressed their views
that some of the symptoms of stress are emotional instability, non cooperative attitudes, inability to relax and sleep, chronic worry, nervousness and tension.

Stress is an inevitable part of human life. It is present in every spheres of life, both on and off the job. No job is stress free. In work place, stress may be caused by poor working conditions, conflicts with management and co-workers, traumatic events and harassment of employees. The reaction towards the stress varies due to individual differences. Stress helps a person to call up resources to meet job requirements. When there is no stress, job-challenges are absent and however, performance tends to be low. If the level of stress is high, it may harm the job performance, degenerate health, exhibits erratic behaviour and even make one unable to cope with the environment. It is, therefore important to keep stress at a tolerable low level without developing either emotional or physical disorders.

Teachers’ Stress

Teachers’ stress refers to the stress a teacher undergoes. The fast advancement of time, increase of complexities in life, competitive nature of students in this dynamic world gives pressure on the teachers. If the pressure is great, it makes them suffer from high stress. When a teacher has high level of stress, the teacher may not be able to concentrate on his/her daily activities and may show unwanted behaviour like absenteeism and mistakes in work place. Teachers are the backbone and most resourceful group of an institution. The core activity of an institution is performed by them. They teach and make other learn. If they remain in stress, they way not impart quality instructions to the students and there will be hindrances in the development of the institution. Consequently, it will be difficult to achieve the common goal and even the overall image of the institution may be stained.

There are different causes of teachers’ stress. Forlin (1998) and Naylor (2001) identified that some common causes of teachers’ stress are excessive workload, increasing class sizes and inability to spend quality time with students. Kuehn (1993) further explained that attitudes of provincial government and the inclusion of students with special needs are also some of the causes. Besides, indiscipline of the students, inappropriate leadership styles of the Principal is also
one of the causes of stress. Management of such stress is very important to a person to become an efficient and effective teacher.

The stress of the teachers can be removed if a congenial environment exists in the work place. To reduce the stress of the teachers, it is important that an appropriate leadership style is adopted by the Principal. The leadership styles of the Principal may influence both the teachers’ Psychological Responses and the Behavioural Responses positively as well as negatively. If the leadership style is appropriate, the teachers’ stress will automatically be reduced and a positive result may be observed whereas an inappropriate leadership style may lead to develop stress in the teachers.

Stress can be further reduced by the Principal by encouraging and supporting the teachers. Blase and Blase (1994) found that the efficacy, self esteem and motivation of a teacher can be increased by the Principal through praising. Desforges (1995) expressed that if the stress is reduced, the four learning outcomes - knowledge, understanding, skill and attitudes can be achieved. If the learning outcomes are appropriate and achieved successfully, the teaching is effective. The amount or degree of stress experienced by the staff, teachers in particular, is positively related to the degree which she/he perceives as a lack of control over a potentially threatening situation (Raschke 1985, Balse 1986, Hock and Roger 1996). If it continues for a long time, it eventually results in an ineffective teaching-learning process. Therefore, to some extent teacher-effectiveness depends upon both, the leadership style of the Principal as well as the stress experienced by teachers.

Teacher - effectiveness

Effectiveness is concerned with productivity. It means the attainment of goal (Hersey and Blanchard, 1996, p.140). It is the foundation of success by doing right things. Therefore, teacher-effectiveness means attainment of goals by a teacher which are set for herself/himself or set by others. Generally, it is the ability of the teacher to improve student learning and produce gains in students’ achievement. Teacher-effectiveness is concerned with the competence and performance of a teacher. It can also mean the capability of the teacher to impart knowledge and skill.
The level of teacher-effectiveness contributes in helping students to learn and achieve positive academic, attitudinal and social outcomes. It enables the students to use, plan and structure diverse resources engaging in learning opportunities and evaluate learning using multiple sources of evidence. Teacher-effectiveness also contributes to the development of classrooms and schools. It also includes the ability to collaborate with other teachers, administrators, parents and education professionals to ensure success. (Goe, Bell & Little, 2008).

It is desirous for a teacher to possess various characteristics to attain teacher-effectiveness. S/He must have analytical and conceptual thinking. A teacher should have respect, commitment and confidence and should be trustworthy. S/He should also have drive for improvement for students, in particular and institution, in general. A teacher must be initiative and tireless to seek information. Besides, s/he must have the ability and willingness to adapt and change according to the needs of any situation. A teacher must possess an accountability drive and a passion for learning. S/He should also support the students in their learning and help them to become confident and independent learners (Hay McBer, 2000). However, the influence of teachers’ characteristics on teacher-effectiveness is not direct. It is rather moderated or mediated by their effect through the way by which teachers organize their classrooms and operate within them. The degree of effectiveness not only depends on the goals being pursued by the teacher (Porter and Brophy, 1988) but also on the characteristics of the students being taught by the teacher.

Generally, a teacher begins with lesson preparation, presentation, punctuality and unbiased evaluation of students’ work. A teacher acts as a coordinator for an entire network of educational processes. Being the most resourceful person in an institution, s/he has the power as an individual and also as a group to greatly influence the environment of an institution. Chambell, Kyriakides, Muijs & Robinson (2004) explained that teacher-effectiveness is the impact of the classroom factors like teaching methods, teacher expectations, classroom organisation and use of classroom resources on the performance of the students.

When a teacher does not possess the characteristics of a teacher, his/her effectiveness will be affected. Being unable to perform his/her duties well, s/he will
have low teacher-effectiveness. This may emerge as a serious problem which may affect everyone - teachers, support staff, students and even parents. It may also create another hindrance in the overall development and achievement of the common goal of the institution. According to Naylor (2001), teachers who are exhausted, frazzled and demoralised by their work are not effective and creative in the classroom.

**Significance of the study**

Educational institution is the formal centre for achieving ‘the knowledge society’. For attaining this goal, the Head or the Principal of the institution has to play the most important role. The Principal is the person who manages, plans, controls and co-ordinates the resources of the Institution and take appropriate decisions for the purpose of attaining organisational goals. S/He performs multiple roles. The Principal co-ordinates and communicates with groups associated with the institution. S/He is the one who initiates, anticipates, recognizes changes in the set-up and explores the potentialities of the group for growth. The Principal needs to monitor and maintain a good working relationship with others. S/He is to create a cordial and conducive atmosphere in the institution. It is the job of the Principal to make all the members understand that each and every person is responsible for the development of the institution.

Educationists and social scientists are frequently concerned with the leadership style of Principals. Leadership style of a Principal is the process of influencing teachers and other stakeholders towards the attainment and achievement of the desired goal. Therefore, the Principal who is holding a leadership position should be able to influence and identify the needs of the teachers, students and other stakeholders of the institution and act accordingly. If s/he is able to lead the followers, he may be regarded as a successful leader. Successful leaders inspire, stimulate and motivate the employees and at the same time make them to enjoy a high level of morale. S/He is able to receive new ideas and always ready to venture the ideas into new goals.

Generally, Principals show various types of leadership styles in their institution. But it is more important for a Principal to choose an appropriate
leadership style suitable for the given framework and maturity levels of the subordinates. In general, most of the leaders are unaware that their leadership styles may affect their subordinates. Therefore, the concern of the study is to determine the best appropriate style of leadership that will provoke aspirations to the teachers so as to attain maximum academic achievements of the students.

The investigator observes that an analysis of Principals’ leadership styles with teachers’ stress and teacher-effectiveness would reveal how they correlate in the promotion of college’s goal achievement. Naicker (2003) felt that the leadership style of the Principal is one of the causes of stress to the teachers. If the teachers have high stress level, they may suffer from various psychological and behavioural disorders which would adversely affect their teaching. Their teaching may be ineffective. Low teacher-effectiveness hinders the development of the academic set-up and may find difficult to achieve the desired goal of the institution.

At present, the colleges in Manipur are unable to show expected level of performance either due to inappropriate leadership styles adopted by the Principal or high level of stress amongst teachers or ineffectiveness of teachers or lack of interpersonal relationships between the Principal and the subordinates, especially the teachers. These problems may affect the achievements of the institution, and may hamper its functioning, where the future of a nation is shaped and the behaviour of the youth of the country is moulded. In view thereof, the investigator is keen to find out the problems of leadership styles of the Principals and its impact on stress of the teachers as well as teacher-effectiveness in the colleges of the four valley districts of Manipur.

Though there are several studies conducted separately, either on leadership style of principals or teachers’ stress or teacher-effectiveness at different levels like elementary, secondary, higher level educational institutions along with other variables, there is no report till date related to all these variables studied together conducted in the North Eastern Region, especially in the state of Manipur. Lack of such research work in this area gives rise to a need for a study which is related to leadership style of Principals, teachers’ stress and teacher - effectiveness at college level.
Statement of the problem

The present study attempts to find the relationship between the leadership style of the Principal and the stress of the teachers and teacher-effectiveness. It is thus entitled as Impact of Principal’s Leadership Style on Stress and Effectiveness of Teachers: A Study of Degree Colleges in Manipur.

Objectives of the Study

The objectives of the present study are:

i) To identify the various leadership styles of the Principals of Degree colleges of the four valley districts of Manipur - Imphal East, Imphal West, Thoubal and Bishenpur.

ii) To compare the leadership styles of the Principals of the Degree colleges of the four districts under study.

iii) To identify the leadership styles of the Principals of the Degree colleges of the four districts as perceived by their teachers.

iv) To examine the agreement between the leadership styles of the Principals as perceived by themselves and by the teachers working with them.

v) To find out the level of stress among the teachers of the colleges in the four districts.

vi) To find out the relationship between the teachers’ stress and their experiences.

vii) To find out the relationship between the teachers’ stress and their age.

viii) To assess the level of teacher-effectiveness in the four districts.

ix) To find out the relationship between the teacher-effectiveness and their experiences.

x) To find out the relationship between the teacher-effectiveness and their age.

xi) To ascertain the relationship between the teachers’ stress and teacher-effectiveness.

xii) To examine the relationship between leadership styles of the Principals and teachers’ stress.
To examine the relationship between leadership styles of the Principals and teacher-effectiveness.

**Hypotheses of the Study**

Since the investigator could not locate any study directly related to the topic, the present study is an attempt to test the following null hypotheses:

i) There is no difference between the leadership styles of the Principals of the Degree colleges of the four valley districts of Manipur.

ii) There is no difference between the agreement of the leadership styles of the Principals as perceived by themselves and as perceived by the teachers working with them.

iii) There is no difference in the level of stress among the college teachers.

iv) There is no relationship between the teachers’ stress and their experiences.

v) There is no relationship between the teachers’ stress and their age.

vi) There is no difference in the level of teacher-effectiveness among the college teachers.

vii) There is no relationship between the teacher-effectiveness and their experiences.

viii) There is no relationship between the teacher-effectiveness and their age.

ix) There is no relationship between teachers’ stress and teacher-effectiveness.

x) There is no relationship between the leadership styles of the Principals and teachers’ stress.

xi) There is no relationship between the leadership styles of the Principals and teacher-effectiveness.
Operational definition of the terms used

Leadership style

Leadership style is the characteristic manner in which a person behaves in attempting to influence the action or beliefs of others, particularly subordinates – Robinson, 1993.

Leadership style is broadly defined as influence process affecting the interpretation of events for the school to motivate teachers and students to achieve the objective and the maintenance of co-operative relationships and team work (Yuki, 1994).

Encyclopaedia of Educational Research describes leadership styles as a trait, a behavioural tendency and characteristics of a person in a leadership position.

In the present study, leadership style means the style adopted by the Principals (leader) or the behavioural pattern exhibited by the Principal to influence the teachers working in the respective colleges.

Teachers’ Stress

Jetkins & Calhoum (1991) considered stress as an effect or a response to a stimulus.

Kyriacou (1998) defined teacher stress as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of work as a teacher.

In this present study, stress means the pressure or worry developed due to the situation or circumstances existing in the institution/college which affects teaching - learning process.

Teacher- effectiveness

According to International Institute for Educational Planning, UNESCO, the effective teachers are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to achieve their goals. An effective teacher is one who quite consistently achieves goals, be they self-selected or imposed, that are related either directly or indirectly to student learning.
According to Medley (1997), effective teachers are those who achieve the goals which they set for themselves or are set for them by others (e.g. ministries of education, legislator and other government officials, school administrators).

In the present study, teacher- effectiveness means achievement of goals in terms of teaching and learning.

**Delimitation of the study**

Due to paucity of time and resources at the disposal of the investigator, it is not possible to cover the entire country or even a state. Therefore, the present study shall remain confined to the districts situated at the valley region of Manipur, i.e. Imphal East, Imphal West, Thoubal and Bishenpur. The study shall also remain confined to the Principals and teachers of the Degree colleges of these four valley districts only.
References


