Chapter 5

Conclusion

In this chapter the investigator presents the conclusion drawn out of the present research work. The chapter is divided into three sections. They are Major Findings, Educational Implications and Suggestions for Further Studies.

Major Findings

The analysis of data and its interpretation lead to the following major findings:

1. All the Principals assess themselves as adopting different types of leadership styles but prominent in one style or the other. It means that all the Principals perceive themselves as flexible leaders. Majority of the Principals assess themselves with dominantly adopting Democratic leadership style and only few of them found predominantly adopting either in Autocratic or Delegative styles.
2. All the Principals of the four districts are found with dominant Democratic leadership style. But the Principals of the colleges in Imphal East and Imphal West districts show strong inclination towards Autocratic leadership style followed by Delegative style, whereas the Principals of colleges of Bishenpur and Thoubal districts have strong inclination towards Delegative leadership style followed by Autocratic style.

3. When the teachers assess the leadership styles of the Principals, they assessed them as adopting different leadership styles with prominence of one or the other style. It means that they perceive their Principals as flexible leaders like the Principals perceived themselves.

4. When the leadership styles of the Principals as assessed by themselves and as assessed by the concerned teachers are compared, it is found that majority (79%) of the assessments are not in agreement and only few (21%) are in agreement.

5. The number of college teachers having moderate level of stress is almost equal to the number of teachers having low level of stress. None of the teacher respondents have high level of stress.

6. The present study shows that there is no significant difference between the male and female teachers in their level of stress.

7. It is found that as the experience of the teacher grows the level of her/his stress declines.

8. When the stress level of the teachers with less experience is compared with the stress level of the teachers with longer experience, it is found that less experienced teachers are more stressed than the more experienced teachers.

9. The level of stress of the teachers declines as they grow older.

10. Majority of the teachers show high level of teacher - effectiveness and only few teachers show moderate levels of teacher-effectiveness and none of the teachers of the Degree colleges are found to be ineffective in their teaching.
11. No significant difference is found between the teacher-effectiveness of male and female teachers.

12. There is no significant relation between the teacher-effectiveness and experience of the teachers.

13. There is no difference in the level of effectiveness between the more experienced and less experienced teachers.

14. As the age of the teachers increases their level of teacher-effectiveness declines.

15. The level of teachers’ stress and teacher-effectiveness are negatively related to each other, implying thereby that as the level of stress declines, the level of teacher-effectiveness increases and as the level of stress increases, the level of teacher-effectiveness declines.

16. The study shows no definite relationship between the leadership styles of the Principals and the level of stress of the teachers working with them. It means that the leadership styles of the Principals have no impact on the teachers’ levels of stress.

17. Also, there are no definite relationship between the leadership styles of the Principals and the levels of teacher-effectiveness of the teachers working with them. It means that the leadership styles of the Principals do not influence the level of teacher-effectiveness.

Thus, it has been found that all the Principals had flexible leadership styles. It means that all the Principals adopted different leadership styles in different situations while leading the teachers working with them. All the Principals assessed themselves as having Democratic leadership style predominantly but adopted Autocratic and Delegative style or Delegative and Autocratic styles occasionally. The teachers also assessed their respective Principals as flexible leaders with a predominance of Democratic leadership style.

Overall results show that only 21% of the leadership styles of the Principals as assessed by themselves is in complete consonance with the assessment by the
teachers working with them. So, approximately 21% of the assessments of the leadership styles of the Principals’ self-assessment and teachers’ assessment are in agreement.

The study outcome has reported that number of teacher respondents having moderate level of stress is almost equal to the number of teachers with low level of stress. None of the teacher has high level of stress. No difference is found between male and female teachers in their levels of stress. Teachers with longer teaching experiences are also less stressed when compared with those with shorter experience. The investigation reveals that as the age of a teacher grows her/his level of stress decreased.

The result also shows that, on the whole a majority of the teachers reflects high teacher-effectiveness and only a few shows moderate effectiveness. None of the teachers have shown low in the level of teacher - effectiveness. There is no difference between the teacher - effectiveness of the male and female teachers. There is no significant relation between the teacher-effectiveness and experience of the teachers. There is no difference in the level of teacher-effectiveness between the more experienced and less experienced teachers. As the age of the teacher increases, the level of teacher-effectiveness decreases. The results further show that as the stress decreases, the level of teacher-effectiveness increases.

The most important result of this study is that the leadership style of a Principal has no relation with either level of teachers’ stress or teacher-effectiveness of the Degree college teachers. In other words Degree college teachers’ levels of stress and teacher-effectiveness are determined by other socio-economic and environmental factors.
Educational Implication

Findings of the study stated above have serious implications for teaching and learning process in the educational system.

The present study reveals that the leadership styles of the Principals are not influencing the stress of the teachers nor is it influencing their teacher-effectiveness. It is possible that there are other socio-economic factors which influence the teachers’ stress and teacher-effectiveness. Therefore, there is a need to pay attention to various socio-economic factors.

With the increase of age and experiences, people seem to have lost zeal and enthusiasm. The qualities of the teachers determine the quality of an institution. So, special incentives and opportunities are necessary to be given for motivation and enhancing their enthusiasm. Special in-service courses, periodical training programmes, conferences and seminars are to be organized for the teachers from time to time. Such activities will heighten their knowledge and skills. The central government or state government or the local government need to pay attention to the salary structure of the teachers. Basic facilities required in the institution must be provided by the central or state or local government for the teachers of an institution. Provisions are to be made to grant leave for the teachers who have the desire to pursue higher degrees and aspirations to acquire new knowledge.

The leadership styles of a Principal reportedly influenced the teachers’ stress and the teacher-effectiveness. Principals are not born with leadership traits. S/He has to achieve it. S/He should be able to identify the style of leadership suitable to a particular situation. A clear-cut knowledge of various Leadership styles is essential to guide the teachers and show the path to achieve organizational objectives. In this condition a Principal can act as a philosopher, a friend and a guide to her/his subordinates. If there is a poor interpersonal relationship between the Principal and the teachers, then the level of stress may increase among the teachers and consequently the teacher will become ineffective. To get rid of this problem, the stress of the teachers must be managed well in the organization.
Since leadership is an art which comes from practice, it is essential that the Principals attend various leadership and orientation programmes. Knowledge obtained from such programmes may help them in selection of suitable leadership style to lead their colleagues effectively to achieve the institutional objectives.

The study also found that majority of the Principals perceived themselves as adopting predominantly Democratic leadership style and assessments by the concerned teachers also show them as adopting predominantly Democratic leadership style. In a work place where there is a democratic leader, the workers feel good and their morale gets heightened. They develop a sense of belongingness and become committed to achieving the goals and heightened objectives of the organization. Thus, in this democratic world, there is a need of mutual respect, despite the difference in position and age. Every man is borne with a capacity or talent. The talent is to be honoured and let it exposed. This has become a voice and high concern in this ‘constructivism’ as applied to education in today’s world. Only then, a harmonious and conducive environment can be created which is highly desirable in an academic set up.

Every Principal is necessary to pay attention to the human aspects. They must understand their teachers and be able to see and solve their various problems. There is a need of a regular investigation of the stress of the teachers and the reasons thereof so as to check that the students do not suffer due to the stress of their teachers. The Principal may even help the teachers to manage their stress by conducting various Stress Management Programmes. The institution should also create general awareness regarding stress and its negative consequences. Through such programmes the teachers can reduce their stress easily and lead a stress free life which will help them to achieve greater teacher-effectiveness and contribute their best.
Suggestions for Further Studies

The investigator confines the present study only in the four districts situated at the valley region of Manipur state. The study is limited only in the Degree colleges located in these four districts.

In order to overcome the mentioned weaknesses of the study the following suggestions are made for further research so that more generalizable and dependable results are obtained.

1. A study can be conducted on the impact of leadership styles of the Principals on teachers’ stress and teacher- effectiveness of the Degree colleges situated in the other districts of Manipur particularly in the hilly region of the state.

2. A study may also be made on the influence of leadership styles of the Principals on teachers’ stress and teacher- effectiveness of the Secondary Schools situated in Manipur.

3. The leadership styles of the Principals working in the Degree colleges of the valley region of Manipur can be compared with the leadership styles of the Principals working in the Degree colleges of the hilly regions.

4. A study needs to be made on the leadership styles of the Principals of the Teacher Training Colleges in Manipur.

5. A wide study should be made on the leadership styles of the Principals working in the Higher Secondary Schools of Manipur.

6. Research can also be done on the leadership styles of the Heads of different Academic Departments of Manipur University.

Besides, making studies in Manipur as suggested above, it is important that similar studies need to be made in other states of the country, including those in the north eastern region. Interstate and inter-regional comparisons will help understand the phenomena involved better and to make teaching learning process more effective and a pleasant experience for all the concerned.