Summary

Introduction

The success of an institution depends on the Principal, who is the leader of the whole set up. S/He leads, motivates, controls and organizes the employees or subordinates to higher level of productivity. Successful leaders lead them to perform many assigned works efficiently and effectively to achieve a common goal and overall goals of the institution.

The success of a leader depends upon the varied behaviour or styles adopted in a given point of time. Therefore, adopting an appropriate type of leadership style in an appropriate situation reflects the effectiveness of a leader. Inappropriate leadership style adopted by the Principal or in other words inadequate leadership style of a Principal may create and increase tension and stress among the staff members. And if there is undesirable stress, the teacher will be ineffective in his or her activities which may hinder the development of the organisation.

Some colleges in Manipur are unable to show expected level of performance which may be 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. Hence, the investigator feels a need to find out the impact of leadership styles of the Principals and its effect on stress as well as on teacher-effectiveness of the teachers in the Degree colleges of Manipur.

**Objectives of the study**

The objectives of the present study are:

xiv) 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.

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

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

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

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

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

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

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

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

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

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

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

**Hypotheses of the Study**

The present study is an attempt to test the following null hypotheses:

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

xiii) 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.

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

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

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

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

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

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

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

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

xxii) There is no relationship between the leadership styles of the Principals and teacher-effectiveness.
Delimitation of the study

The researcher confines the study on the Principals and teachers of the Degree colleges located at the four districts of the valley region of Manipur State - Imphal East, Imphal West, Bishenpur and Thoubal District.

Research Design

The present study adopts the Survey type Research Method with Ex-Post Facto design. In the present study, leadership style is considered as Independent variable and Teachers’ Stress and Teacher - effectiveness as the Dependent variables.

Population

The population of the study comprises of all the Principals and the teachers of the Degree colleges situated at the four districts of the valley region of the State.

Sample

The sample comprises of 29 Principals and 290 teachers of the Degree colleges situated at the four valley districts of the State.

Tools used

For collecting the data, the investigator adopts three tools. They are two questionnaires on Leadership Style (for Principals and another for Teachers) and a Scale on Teachers’ Stress for Teachers. She also develops a Questionnaire on Teacher – effectiveness for Teachers.

Techniques of Data Analysis

To analyse and interpret the data collected percentages, coefficient of correlation and t- tests are computed.
Major findings

The overall observation reveals that all the Principals assessed themselves as flexible leaders which mean that, the Principals adopt different leadership styles. They are also assessed by their teachers as flexible leaders. All the Principals are found dominant with Democratic leadership style but differently followed by Autocratic and Delegative style or Delegative and Autocratic leadership style. The same is found when they are assessed by their teachers.

When the leadership styles of the Principals’ self-assessment is examined with the assessment by their teachers, majority of the assessments are not in agreement and only few of them are in agreement. The number of teachers having moderate level of stress is almost equal to the number of teachers with low stress level. None of the teachers have high level of stress. There is no significant difference between the level of stress amongst the male and female teachers. Teachers with high teaching experience is less stressed when compared to low experienced teachers. As the age and the experience of the teacher increases, the level of stress decreases.

The result further shows that majority of the teachers has high level in teacher- effectiveness and only few has moderate level. None of the teachers has shown low level in teacher- effectiveness. There is no difference between the teacher-effectiveness amongst the male and female teachers. There is no relation between the teacher-effectiveness and experience of the teachers. There exists no difference on the level of the stress amongst the high and low experienced teachers. The teacher-effectiveness of the teachers decreases as age of the teachers increases. The outcome further exhibits that as the stress decreases, the level of teacher-effectiveness increases.

The overall observation depicts that there is no impact of leadership styles of the Principals on teachers’ stress as well as on teacher-effectiveness. Other socio-economic variables like experience and age affect them.
Bibliography


