CHAPTER VI

SUMMARY

"A STUDY OF PRINCIPALS' STRESS PRONENESS IN RELATION TO THEIR PERSONALITY NEEDS AND ADMINISTRATIVE EFFECTIVENESS IN THE COLLEGES AFFILIATED TO BUNDElkHAND UNIVERSITY."

INTRODUCTION:

Stress is a phenomenon of the modern world. It is inherent in our life environment and one has to face it due to problems arising out of delays, lacks, failures, losses, restrictions, obligations, illness, conflicts, pressure and adjutistic demands of the individuals. Educational administrators like the college Principals are also subject to various amounts of stress. The causes of stress may arise from many factors. These are inherent in the multifarious duties and responsibilities of the principal viz., administrative, academic, social and residual. They are also inherent in the way, in which the Principal must discharge his duties in a democratic set-up of the country. There may be student indiscipline or the teachers may not take their work seriously. They may become militant and exert pressure on the administrator. Stress may also be caused because of financial stringency or the interference of the management. Other factors contributing towards the administrator's stress may be lack of co-ordination with the university teaching and non-
teaching staff. There are also be the interference of the local politicians. Community interaction is another factor causing stress. All these affect the administrative effectiveness of an institution. Murray first of all hypothesized the construct of needs. Because of the environmental pressure a specific type of desire, necessary or psychological demand is created in the individual. These needs of personality control his behaviour. He says: "A need is a construct which stands for a force (the physico-chemico nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, cognition and action in such a way as to transform in a certain direction in existing unsatisfying situation. (Murray, 1938, P 124), whereas Murray discovered 20 manifest needs, Prof. Edwards prepared an inventory consisting of 15 such needs Bhatnagar's inventory used in this study consists of 10 needs, which are given below:

n Achievement
n Exhibition
n Autonomy
n Affiliation
n Succurance
n Dominance
n Abasement
n Naturance
n Endurance

n Aggression

Administrative effectiveness refers to a set of desirable administrative behaviour and administrative procedures and functioning as perceived to be present in the institution. These include decision making, implementation of policies, planning, human relations, freedom of work and ensuring required facilities for work, ensuring order, giving individual guidance to students, adopting innovations, ensuring high standards of teaching-learning etc.

The purpose of this study is to investigate how far the stress proneness of the Principals is related to the personality needs of the Principals and how far it affects the administrative effectiveness of the colleges.

**OBJECTIVE OF THE STUDY:**

The objectives of the study can be stated as follows:

1. To study the extent of stress proneness of the college principals
2. To study the relationship of stress proneness with the personality needs of the Principals.
3. To study the administrative effectiveness of the Principals of colleges of Bundelkhand University.
4. To study how far stress is related to administrative effectiveness of the college.

**Hypotheses**

In order to achieve the foregoing objectives the following hypotheses have been constructed.

1. That stress proneness is a normally distributed phenomenon among the college Principals.
2. That the stress proneness is related to the personality needs of the Principals.
   The major hypothesis will be slit-up into ten sub-hypotheses depending on ten personality needs.
3. That the stress proneness is related to Principals' administrative effectiveness.

**Delimitations of the Study**

The present study has the following delimitation:

1. The study is confined to the colleges falling within the jurisdiction of the Bundelkhand University.
2. In this study the sample includes only the Principals and lecturers of college affiliated to Bundelkhand University.

3. Keeping in view the time and cost involved, the investigator concentrated only on finding out the relationship of all the dimension of stress under to the personality needs of Principals and to the administrative effectiveness of the college Principals.

A precise definition of the terms stress-proneness, personality need, and effectiveness as used in this study is given at the end of chapter I.

In Chapter II, a review of the studies related to the above variables as been given.

Chapter III defines the population, the sample, variables involved and gives a description of the tools used.

The population in this study comprised of all the Principals and teachers of colleges affiliated to Bundelkhand University excluding the technical, medical and agricultural colleges.

For purposes of the present study all the Principals were included in the sample to measure stress and personality need and a representative sample of teachers from each college was taken to measure administrative effectiveness of the Principals as perceived by them. The final sample consisted of 30 Principals and 360 lecturers.
VARIABLES INVOLVED IN THE STUDY:

There are three variables involved in the study:

1. Stress proneness of the Principals.
2. The personality Needs of the Principals.
3. Administrative effectiveness of the Principals.

TOOLS TO BE USED:

(i) For measuring stress proneness of Principals "PRINCIPALS ADMINISTRATIVE STRESS PRONENESS SCALE" constructed by Vidya Agarwal was used. The scale has 30 items.

(ii) For measuring the personality needs of Principals M. Bhatnagar's "MEENAKSHI PERSONALITY INVENTORY" was used. It contains 10 dimensions consisting of 20 traits in each dimension. The 200 traits have been arranged in 100 pairs. The reliability of the traits of 10 dimensions ranges between 62-85.

(iii) For measuring Principals administrative effectiveness "AMITA BHATNAGAR'S ADMINISTRATIVE EFFECTIVENESS SCALE" was used. The test has 34 items and has a validity coefficient of .86.
ANALYSIS OF DATA & RESULTS

In Chapter IV, an analysis of data has been undertaken.

As the number of Principals in the study was small, it was decided to use non-parametric strictics. The variable personality needs consists of ten needs, the second hypothesis was su-divided into ten sub-hypothesis, each pertaining to one of the needs. Thus actually there were ten hypothesis to be tested under the one major hypothesis. The hypothesis were converted into null form and tested by using the formulae.

\[ x^2 = \sum \left[ \frac{O - E}{E} \right]^2 \]

and

\[ x^2 = \frac{N (1 AD - BC) N^2}{(A + B) (C + D) (A + C) (B + D)} \]

(\(x^2\) for 2 x 2 fold table, corrected for continuity ; Garret p. 265).

RESULTS:

The conclusions of the study drawn after testing the hypothesis can be summed up as follows:

1. The trait stress-proneness in college Principals was found to be normally distributed.
2. High stress-prone Principals were found to be more achievement-oriented, more aggressive and more in need-succourance. It is only the need-achievement, need-succourance and need-aggression which emerge to be related to Principals' stress-proneness. Other severe needs were not found to be related.

3. In case of Principals' administrative effectiveness, too, stress-proneness was not found to be related.

EDUCATIONAL IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCH

1. The tools used by the researcher seem to suffer from some shortcoming. There is need to define valid measures of stress-proneness and effectiveness. Hence a more objective validation of the tools against established criteria using new and more sophisticated techniques is essential. This is an area where research may be conducted using better designs.

2. In the present study stress-proneness has not been found to be significantly related to administrative effectiveness. But it is possible that it might be operating differentially at different levels-primary and secondary. Studies at these levels can also be undertaken. Also the results of the studies concerning the relationship between stress-
proneness and effectiveness denot agree, more studies can undertaken to confirm or repute the above conclusions.

3. Considering the heavy responsibilities of the Principals, his knowers and responsibilities should be reviewed in the light of the present day needs and incorporated in the University statres, so that they may be exercised in a more balanced way for more effective functioning of the college and keeping the Principals more stress-free.

4.(a) Human Resource Development (HRD) function should be adopted in colleges. It's function is to humanise an organization, to encourage team work, to increase effectiveness and reduce disfunctional conflicts. It is suggested that an Administrative officer can be appointed to relieve the Principal of the stress he has to face. This function can able to performed by the Vice-Principal.

(b) Another factor that needs consideration is the proper management of time in a college. Time is finite and it needs optimum utilization. We need to avoid a last minute rush. This will result in less stress and greater efficiency

The application of management principles to education opens up a vast and fertile field of research.

5. Stress-reduction techniques like yoga, first formulated by Patanjali can be help. Yoga training for the staff and students can be introduced in
colleges. The techniques of Maharshi Mahesh and Herbert Benson confirm to their efficacy. More research is needed in the area.