CHAPTER-VII

Summary
## CHAPTER-VII

### Summary

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Summary

7.1 Introduction

The details of this research has been presented in different chapters under different headings. In this chapter this study has been summarized under headings, like, Rational, Statement of problem, Objectives, Hypotheses, Design, Tools, Procedure of Data Collection, Statistical Analysis, Findings and Implications. These are given under different captions.

7.2 The Problem

Education in any society does not depend so much on any other factor as the teacher. The teacher is the pivot of any educational system. He may not decide the goals of education but he is the one who is responsible for the accomplishment of these goals. The effectiveness of his teaching is judged by the extent to which these goals are realised.

In teaching profession even an average teacher is expected to possess a certain standard of professional, moral and social virtues. Teaching of all teachers should be effective. But, who is an effective teacher? What are the characteristics associated with teaching effectiveness? How to judge teaching effectiveness? These are some of the critical, provocative and recurring questions that have been discussed in many forms.

7.3 Teaching effectiveness

Bidddle (1964) remarks, “The problem of teaching effectiveness is so complex that no one knows who the competent teacher is.”

The goal of every teaching is 'effective teaching'. However, “only that teaching is successful that brings about effective learning. How far the teaching is successful can be judged by the results that last and that a learner can and does actually use in his life”(James, 1956). Teaching effectiveness is concerned with relationships between the characteristics of teachers,
teaching acts and their effect on the educational outcomes of class-room teaching (Flanders and Simon, 1969).

Meriam (1906) was the first who correlated teaching effectiveness with reputation of teachers. According to Barr (1952) several factors such as environmental factors, personal factors, mental factors, general state of mind, efficiency of learning factors, creativity may be considered to contribute to satisfactory or unsatisfactory teacher performance.

In the words of Philips Gammage (1971) "The interaction of the teacher and Children is one of the most essential aspect of the educative process and possibly one of the most neglected. To some extent, the type and quality of interaction determines not only the effectiveness of the learning situation but the attitude, interest and in part even the personality of the pupil."

The chain of all acts which the teacher performs in the classroom constitutes his leadership behaviour. As teacher helps children to learn in the classroom situations, the teacher as the leader, interacts with the children both as individuals and a group. In the process of this interaction he influences the children sometimes intentionally with planned behaviour, sometimes unconsciously without planning but often, without awareness of his behaviour and the effect which is might have on the learning process. The teacher then, is continuously exerting his influence over the pupils and for this reason, it becomes very important to study his leadership behaviour with teaching effectiveness.

Teaching as such is a different type of profession in which work efficiency is measured in terms of knowledge and skill delivered successfully and satisfactorily to the pupils per unit of time. Torrance (1966) reported that teaching effectiveness had a positive effect on student's attitude towards teaching methods and overall school climate. According to Dickson (1980) Teaching effectiveness is a demonstrated repertoire of competencies involved with (i) teaching plan and materials (ii) classroom
procedures (iii) interpersonal skills and learner’s reinforcement reflecting in teacher behaviour. Chhaya (1979) made an investigation into certain psychological characteristics of an effective teacher. The major finding is that effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teacher. Pandey and Maikhuri (2005) in their study highlights to investigate the difference between effective and ineffective teachers towards teaching profession results reveals that effective and ineffective teachers as well as male and female teachers are equally positive towards their teaching profession. Success in teaching has been noted to relate to originality, initiative, versality, imagination, adventurousness and progressiveness Haslett, B.J., (1976), Rayam (1952), Hampton, (1951). Thus originality, intelligence and interest has been found as positive correlates of proficiency in teaching.

Children are basically curious and teacher should take advantage of this spirit of inquiry, this would lead, more or less automatically, in teaching creativity. The most challenging serious shortcoming of our national pattern of education is that it ends to encourage dependence upon planned learning experience. The pupils are not given opportunities to think for themselves, to discover new and original solutions, to suggest novel ideas. The unusual answers and ideas are rather discouraged. The brilliancy and originality in thought and expression which may function as remedial measure for our country’ national problems are beset unless and until the school takes up the responsibility for the proper promotional and development of the creative talents. Thus the present study has been carried out to study the effect of leadership behaviour, creativity, and their interaction upon the teaching effectiveness.

7.4 Creativity

Of all abilities that man is endowed with creativity is considered the most unique and highly valued ability. It is this ability which influences every human activity in almost all spheres of life. For the survival of any
nation nurturing of this potential is essential.

The goal of fostering creativity in teaching would also enhance personal and professional growth of teachers themselves. Teaching strategies conducive for creative thinking would necessitate that teachers have positive attitude and ways of interaction with children. This would help them to practice the skills of creative teaching, which in turn would add to their professional growth as creative teachers. At school level, it is important because teaching for creativity has been shown to make the school learning more effective. In the present technologically advanced society, we need creative individuals. The unique personality disposition of the creative person demand proper guidance and definite direction from the educationists, teachers and parents for the harmonious, integrated growth and development of personality. There is a need of understanding the child and conducive environment for the fruition of hidden talent of our young generation. For successfully and efficiently doing this job we need creative teachers to take care of hidden potential of our young generation. The conducive environment for the promotion of creative talent and the channelization of the creative talent in suitable vacations largely depends on the teachers. People seem to possess the seeds for creativeness but climate for its generation are absent. According to Goyal (1973) the death knell to creativity is rung in our school by laying too much emphasis on conformity, rigidiy, strict obedience and traditionalism.

Thompsom and Debolt (1971) have highlighted the prevailing educational structure which is hampering development of “One of the highly values of human characteristics.” Creativity according to Torrance (1962), is the process of sensing gaps or disturbing, missing elements, forming ideas or hypotheses concerning them, and testing these hypotheses.

Guilford (1950, 1959) considers creativity as involving the interplay of all factors of divergent thinking on the one hand and factors of seeing problem and evaluation on the other hand. His point of view reflects that creativity, what so ever its range of application is by no means a unitary
trait but is a ratner of collection of different components abilities and other traits. In support of this arguments Guilford tests a number of factors of creativity such as word Associational Fluency, Expressional Fluency. Symbolic and Adaptive Flexibility, Originallity and Elaboration. Detlaan and Havighurst (1961) “Creativity is the quality which leads to production of something new and desirable. The new product may be new to society or merely new for the individual who creates its.” Crawford (1954) maintains that it is a foolish to say that the process of creative thought cannot be taught as to say that medicine or engineering can not be taught. In present educational system child develops into store house of information, a good receiver of given knowledge, a good memorizer and a good convergent thinker. As a matter of fact true education and training should instead. Creativity does not blossom in vaccume. Weisberg and Spinger (1961) viewed that the creative mind interacts vigorously with a nexus of supportive and stimulating factors in the environment-whether at home or at school, to be worth its home. Although a significance work has been done in India in the field of creativity yet teaching effectiveness in relation with creativity and leadership behaviour has seldom been empirically explored. In order to explore this relationship and to provide empirical evidence on the relationship among these three variable, the present investigation was planned.

7.5 Leadership behaviour

Bernard Bass, (1960) preferred to define leadership as “Leadership is a kind of interaction between or among people. Any attempt on the part of a group members to change the behaviour of one or more members of a group is an attempt at leadership.”

Leadership behaviour means the behaviour of a leader towards the followers. Effective leadership behaviour of a teacher will create inspiring and stimulating climate for the students so that they can enjoy a high level of morale and are motivated to receive new ideas and are always ready to venture into new goals. The behaviour of a leader is the inspiring force that
begets healthy climate, high morale and motivation for the receptivity of new ideas for taking the school to higher and still higher planes.

Teaching effectiveness is not only affected by teachers personality characteristics but also by classroom climate, teacher's creativity, teacher's personality, his leadership quality. The present study was carried out with the aim that how far the two variables, creativity and teacher's leadership behaviour accounted for variation in the teaching effectiveness.

Leadership Behaviour is an important factor for making an organisation successful. Without a good leader, organisation can not function efficiently and effectively. Leadership occupies an important place in a group. It is not the same as dominance. Dominance implies when one man commands and others obey. On the other hand, in leadership, a person may exercise his authority because he is accepted as a model by others. Tead (1953) defined leadership as a the activity of influencing people to cooperate towards some goal which they come to find desirable. A more modern view, presented by the advocates of interaction school of thought, regards leadership as a relationship that occurs through the interaction between the leader, the followers and the situation.

Leadership in organisation, it is that quality of behaviour of an individual where he or she guides people and their activities into an organised effort. The success or failure of a concern to a large extent, depends upon the quality of leadership. Hence an enquiry into the leadership behaviour in various organisation, including educational administration is of great significance to determine how leadership can become effective. Improvement of quality and character of educational leadership is the most pressing need of the present times. The present study, therefore, has been under taken to look into this crucial aspect of school education so that favourable factors influence teaching learning process could be identified.

Lewis (1964) and Doctor (1987) reported that student's scholastic achievement is not only affected by their personality characteristics but
also by classroom climate, teacher's personality, his leadership quality and the expectations from the students.

Teachers differ in their mood and style of exerting influence. Some teachers influence their pupils through autocratic strategies while others do so by giving freedom to their pupils to a degree they act in any way they choose. The interaction treatment adopted by different categories of teachers involve different style of leadership. The present study attempts to deal with four types of leadership behaviour e.g.

- Autocratic leadership behaviour.
- Democratic leadership behaviour.
- Transformational leadership behaviour.
- Nurturant leadership behaviour.

7.5.1 Autocratic leadership behaviour

The autocratic leader wields more absolute power. He gives orders which he insists shall be obeyed. He determines policies for the group without consulting them and does not give detailed information about future plans but simply tells the group what immediate steps must take.

Under this style all decision making power is centralised in the leader. He does not give subordinates the freedom to influence his own behaviour. Autocratic leadership may be negative because followers are uninformed, insecure and afraid of leader's authority. He assumes that the people are lazy, will avoid work and shirk responsibility, because of such assumptions about human beings he exercise tighter control and supervision over his subordinates. But these assumptions do not hold good in all the situations. If the motivational style is negative, people will dislike it. Fustration, low morale and conflict develop easily in autocratic situation.

It permits quick decision making, because only one person decides for the whole group. It has also been successful in such situations where subordinates are reluctant to take initiative.

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Patel (1994) studied about organisational climate in Higher Secondary Schools and found (i) the principal did not consider the teachers as human beings in school having closed climate (ii) In schools having open climate the teachers and principals find pleasure in working with each other.

Meade (1967) made a study to determine the effect of authoritarian and democratic leadership on productivity and morale in the atmosphere of a boys’ club in India. Authoritarian and democratic types of leadership were taken as the two conditions of independent variables. The result showed that morale was higher under the authoritarian leadership atmosphere than under the democratic leadership atmosphere. Productivity was also higher under the authoritarian leader than under the democratic leader.

The quality of work done under the authoritarian leader was judged to be superior.

Robson and Davis (1983) undertook a study an administrative style and the master control. Findings of this study tend to support the work done by Halpin and the Ohio state group that is widest professional zone of acceptance was found among teachers who perceived their principal is high in both initiating structure and consideration (comprehensive style). The strength of initiating structure was found to be significantly related to the teacher’s professional zone of acceptance without respect to the degree of consideration shown by principal. It is also found that contract type was shown to be significant factor in determining the teachers professional zone of acceptance.

Biglow (1971) found that in the school where principals exerted power over teachers, the teachers in turn exerted over students. A democratic principal on the contrary will show warmth and understanding towards teacher and students and hence might be conducive to the growth of competence.

The autocrate leader makes his subordinates act as he directs and does not permit his subordinates to influence his decision.

Bradford and Lippitt (1945) refer that autocrate constantly checks on production, gives orders, and expects immediate acceptance. He is rigid
disciplinarian and believes that praise will spoil. He is status minded and
does not trust the employees initiative. The group reaction is submissive
but resentful. Individual responsibility is at a minimum but buck passing
and backbiting are common. The group tends to be insecure, tense,
aggressive and egocentric.

Shah (1976) related authoritarianism with the personality
development of children and found that children of low authoritarian mother
were more mature, emotionally accepting, trustful, warm and cultured,
radical and independent. Children with both parent in authoritarian attitudes
were found to be good natured, ready to cooperate, attentive to people, soft
hearted, kind and adjusting as compared with children whose parents were
high on authoritarianism.

In India this style is quite common and has often succeeded. In
future it is less likely to be effective because:
(a) The coming generation is less amenable to rigid direction and
   control.
(b) The standard of living of people is rising.
(c) There is now social awareness among the people, they look for
   social and egoistic satisfaction from their jobs.

7.5.2 Democratic Leadership Behaviour

A democratic leader seeks to evoke the maximum involvement and
participation of every member in the group activities and in the
determination of group objectives. He obtains sanction of the members in
deciding the policy and future programme of the group, and is guided by the
majority opinion of the members. He reports to the members about the
progress made by the group and also informs them about the future steps to
be taken. He seeks to encourage and reinforce interpersonal relations among
the members. He seeks to avoid special privilege and status difference and
serves as the agent of the group and not as its dictator. He seeks advice
from the experts on technical issues. He gives freedom to members to
choose work comparisons. He allows the division of the task to be made by
the group. The leader is fact-minded and objective in his praise and criticism. He is considerate, tolerant and ready to accept his mistakes, if any; some of the advantages of democratic leadership are -

- It increases the acceptance of management's ideas.
- It improves the attitude of employees towards the job and the organisation.
- It increases the cooperation between management and employees.
- It leads to reduction in number of complaints and grievances.
- It increases the morale of the employees.

Burns (1975) found, a positive relationship between democratic leadership and academic effectiveness in his study.

7.5.3 Nurturant Leadership Behaviour

J.B.P. Sinha (1974) argued that the issue of an effective style has been surrounded with confusion due to the absence of any effort to challenge the prevailing notion to dichotomy of the leadership style in terms of authoritarian and democratic. The authoritarian style is self centred and is oriented towards status maintenance, rigidity and domineering posture represents one extreme of a broad continuum. The other extreme is the democratic style which is people oriented and directed towards sharing, trusting etc. In between the two extremes one can postulate a transitional phase called nurturant task style which is task oriented having structured expectations from the subordinates, and which draws on the cultural values such as affection and need for personalized relationships. In an experimental study (J.B.P. Sinha 1975) it was found that authoritarian leadership was least effective in terms of output as well as satisfaction.

Sinha J.B.P and Sinha T.N. (1977) have shown that democratic leadership is more effective only if it is preceded by a phase of nurturant task leadership. Nurturant teachers believes that each child is a psychological entity, having its own specific individual needs of growth which have to be understood and develop by the same kind of knowledge and tact by which a
gardener tends to plant varieties of plants and trees in his garden. Just as each plant needs to be individually looked after even so each child. It is contended and required to be looked after individually.

Nurturant teacher must have parental behaviour and should tackle each and every follower as they tackle their own children. They meet their group as their own family. Sometimes they behave like a strict guardian.

Nurturant leadership style is believed that tenderness in behaviour gives individual homely atmosphere and he will participate without fear and the progress become easy.

They seeks to encourage and reinforce cordial relations among the members.

He develops mutual corporation and confidence among the group.

Nurturant leader is considerate, and follow the principle of “love beget love and hate begete hate”. He seeks to avoid special privilege and status difference and serves as the guardian of a the group and not as its dictator.

Nurturant leadership behaviour is to create inspiring and stimulating climate for the workers (followers) so that they can enjoy a high level of morale.

The nurturant leaders stand behind the group to push, they place themselves before the group to lead and inspire it to attain organisational objectives. They demonstrate to students how to reach a goal.

Sinha, (1980), viewed nurturant leader as active, strong, dominant, firm, independent, alert, encouraging and extrovert.

7.5.4 Transformational Leadership Behaviour

Transformational leadership emphasises the process of building and strengthening followers’ commitment to organisational goals and empowering them to achieve those goals.

The transformational leader-

- Focuses on long term goal (three to five years)
• inspires followers to pursue an articulated vision.
• Changes or reconfigures organisational systems to advance the vision, rather than working within existing systems.
• Coaches follower to assume greater responsibility for their own development.

Bass (1990) suggested that "the real movers and shakers of the world are transformational leaders."

Bass (1985, 1990) has contributed a great deal to the evolution of the theory and ramifications of transformational leadership. Transformational leadership includes -

Charisma - Provides vision and sense of mission, instils pride, gains, respect and trust.
Inspiration - communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.
Intellectual Stimulation - Promotes intelligence, rationality and careful problem solving.
Individualized Consideration - Gives personal attention, treats each employee individually, coaches, advises.

Transformational Functions - While transactional functions are primarily concerned with achievement of tasks. Transformational functions go beyond the immediate task and build individuals and groups and enable them to achieve targets that the organisation or individual would never have expected. These functions increase power in the organisation by empowering various groups and individuals. The following functions fall in this category.

*Visioning - The top managers create a vision for the organisation. Vision is the dream which inspires people and makes them proud of working in the organisation.
*Modelling - Another way to inspire people is to set a personal example of a desirable style and behaviour. Behaviour speaks louder than words. People are influenced by what they experience rather than what they are told by
managers:

*Setting Standards-Quite close to modelling is the setting of standards or norms in the organisation - standards of individual excellence, mutual support, creativity and innovation, and concern for each other. High standards and norms inspire individual employees to follow them in their own work.

*Building culture and climate-Senior managers pay major attention to building climate of excellence, commitment, mutual support, etc. They encourage analysis of various organisational practices, and pay attention to mechanisms, practices(rituals), events (celebrations, etc) which help to evolve a distinct culture for the organisation.

*Boundary management - The main function of top leaders is to create conditions conducive to better performance by various groups. This can be done by ensuring continuous availability of resources, support from outside and from major customers. These external affairs roles, called boundary management, are more important for top management than internal roles (management of the business) Boundary management also includes developing a strong lobby and interlinkages for the organisation.

*Synergising-The strength of an organisation depends on the strength of its teams. One weakness of Indian culture is the lack of team work, resulting in negative synergy. Team building is one of the roles of top management.

*Searching and nurturing talent-Competent, committed individuals with a larger vision are the ultimate strength of an organisation. The HRD role of getting such individuals and building them cannot be delegated. Top management must see this as one of their main functions. Senior managers pay attention to mentoring young, talented persons.

Transformational leader is one who inspires organisational success by profoundly affecting followers beliefs in what an organisation should be, as well as their values, such as justice and integrity. This style of leadership creates a sense of duty within an organisation, encourages new
ways of handling problems, and promotes learning for all organisation members. Transformational leadership is closely related to concepts like charismatic leadership and inspirational leadership. Transformational leadership is receiving more attention now a days because of the dramatic changes that many organisations are going through and the critical importance of transformational leadership is transforming or changing organisation successfully. According to Bernard M. Bass transformational leader play the following roles -

(i) They raise followers' awareness of organisational issues and possible consequences.

(ii) They create a vision of what the organisation be and build commitment to that vision throughout the organisation.

(iii) They facilitate organisational changes that support the vision.

7.6 Related Studies

A careful and thorough review of the research studies conducted in the area of teaching effectiveness, teachers leadership behaviour and teachers creativity led the investigator to infer that a very few attempts have been made to study these.

Some researches in the field of teaching effectiveness were conducted by -


Researches in the field of teachers leadership behaviour were conducted by -


Researches related to teachers creativity were conducted by -

(1979), Tripathi (1983), Sharma (1985), Remirez, Jose Alejandra (1999),

The researcher could not locate a single research study same as the present topic.

7.7 Rationale

Studies on leadership behaviour, teaching effectiveness and creativity reveals that most of them deal with identification of climates of schools, principal leadership behaviour. However relational work is done on school organisational climate, teacher attitude, teacher job satisfaction, leadership behaviour of Principals etc. The nature and extent of relationship between creativity, leadership behaviour and teaching effectiveness happens to be a subject which though of great importance theoretically has largely remained unexplored at the hands of research workers. It seems that creativity, teachers' leadership behaviour and teaching effectiveness are fairly and intimately related concept, yet the relationship among them has not been studied in depth on empirical lines.

In India, creativity research is still in its infancy. This is mainly so because researchers have failed to appreciate the role of creative functioning in various endeavours of life and also, the complex nature of study. The same can be said about empirical studies in the field of leadership behaviour where, the number of researches is even smaller. Though numerous studies has been conducted on teaching effectiveness, they are either descriptive and clustered around teachers' personality traits, predictors of teaching effectiveness, on teaching methods, microteaching etc. Very insignificant work is available on these three variables-teaching effectiveness, leadership behaviour and creativity.

The present investigation is expected to identify different factors in the institutional environments and those pattern of leadership behaviour which are likely to prove conducive to the development of creativity among the teachers. Necessary modifications in the educational facilities and

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teachers leadership behaviour can be planned in the light of the results arrived at in the study and feedback can be provided to the teacher community and policy planners accordingly. The exercise of leadership of a teacher helps in maintaining the changes initiated. The teacher must provide skillful leadership so that progress may take place with a minimum of stress and strain. This study on teaching effectiveness relating to the leadership behaviour and creativity certainly helps researchers, teachers, teacher educators, educational authorities and other groups interested in the field to understand this neglected area rather closely and correctly. It would also help the teachers to make self analysis of their leadership behaviour on the basis of the result of the study.

7.8 Statement of the Problem

The present study can be conceptualized as under -

"Teaching effectiveness as a function of leadership behaviour and creativity."

7.9 Objectives

The main focus of the study was to fulfill the following objectives -

(i) To study the effect of leadership behaviour on teaching effectiveness.

(ii) To study the effect of leadership behaviour on creativity.

(iii) To study the effect of creativity on teaching effectiveness.

(iv) To examine the relative effect of leadership behaviour, creative potentiality of teachers, sex-variation, locale and subject stream on teaching effectiveness.

7.10 Hypotheses

With a view to probe into the problem of this study scientifically, suitable hypothesis have been formulated.

In the present study, teaching effectiveness has been taken as a dependent variable whereas leadership behaviour and creativity have been treated as an independent variable.
PART - A. Correlational Hypotheses:

$H_1$ "The relationship in teaching effectiveness between Democratic versus nurturant leadership behaviour would be the highly positive whereas the relationship between democratic and Authoritarian leadership behaviour in teaching effectiveness would be the lower."

$H_2$ "The relationship in teaching effectiveness between highly creative and low-creative teachers would be significantly lowest."

PART - B. Interactional Hypothesis:

$H_3$ "The scores on teaching effectiveness would be significantly interacted by leadership behaviour, stream and locale where as sex would indicate moderately significant effect on teaching effectiveness."

PART - C. Differential Hypotheses:

$H_4$ "There exists significant difference between the teaching effectiveness of various kind of leadership behaviour e.g.

$H_{4.1}$ "The teachers having democratic leadership behaviour would score significantly higher on teaching effectiveness than those who display authoritarian leadership behaviour."

$H_{4.2}$ "The teachers having democratic leadership behaviour would score significantly higher teaching effectiveness than those who display transformational leadership behaviour”.

$H_{4.3}$ "The teachers having democratic leadership behaviour would score significantly higher teaching effectiveness than those who display nurturant leadership behaviour”.

$H_{4.4}$ "The teachers having authoritarian leadership behaviour would score significantly higher teaching effectiveness than those who display transformational leadership behaviour.

$H_{4.5}$ "The teachers having authoritarian leadership behaviour would score significantly higher teaching effectiveness than those who display nurturant leadership behaviour.

$H_{4.6}$ The teachers having nurturant leadership behaviour would score significantly higher teaching effectiveness than those who display
transformational leadership behaviour.

\( H_{4.7} \) "The female teachers displaying different types of leadership behaviour would score significantly higher teaching effectiveness than male teachers".

\( H_{4.8} \) "The teachers in science stream displaying different types of leadership behaviour would score significantly higher teaching effectiveness than Arts teachers".

\( H_{4.9} \) "Urban teachers displaying different types of leadership behaviour would score significantly higher teaching effectiveness than those of the rural teachers".

\( H_{4.10} \) "The highly creative teachers would score significantly higher teaching effectiveness than the low-creative teachers".

7.11 Delimitation of the Study

The present study has been delimitated in its scope and extent with respect to following levels:

- This study has been conducted only on teachers who teach 9th to 12th class of higher secondary schools in Raipur District.
- The study has been conducted on teachers having minimum ten years experience.
- The sample of the teachers has been taken from Govt. Schools, Private Schools and schools run by cooperation.
- The sample for the study has been drawn from Science and Arts stream and from both the urban and rural settings.

7.12 Universe

The present study conceptualizes to compare and contrast the leadership behaviour (Autocratic, Democratic, Transformational and Nurturant) and Creativity on the teaching effectiveness of the teachers in Raipur district of Chhattisgarh. The universe of the study, therefore, was located at Higher Secondary Schools of Raipur District. All the Higher Secondary Schools affiliated to Board of Secondary Education, Chhattisgarh located in rural as well as urban setting in the jurisdiction of Raipur
District, constitute the universe for the present study. The higher secondary school teachers with minimum ten years teaching experience imparting instruction to students from grade IX and XII constitute the universe for the present study.

7.13 Sample

The Sample were randomly drawn from the universe which include schools from the rural and urban locale comprising of all kinds of schools namely Government Schools, Private Schools and school run by municipal corporation affiliated to Board of Secondary education chhattisgarh of Raipur city as well as its surroundings. Thus from the list published by District Education office during 2000-01 of higher secondary schools, 24 schools were randomly selected.

The teachers with minimum 10 years of teaching experience from both science and arts stream located on rural and urban area are selected by applying stratified Random Sampling technique. The sample size of schools and teachers are given in Table 4.3 and 4.4.

A global view of sample size - The size of the sample of the two locale of two stream levels belonging to either set can now be sketched as under 4.10.

7.14 Research design

The present study has been designed to investigate the teaching effectiveness of teachers in the light of certain demographic variable. Teaching effectiveness function as dependent variable where as categories of leadership behaviour, sex-variations, territorial variations, creativity have been treated as independent variables. The design has been explained as under Table-7.1.
Research Design

Table 7.1

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<td></td>
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<tr>
<td>a. Male</td>
<td></td>
</tr>
<tr>
<td>b. Female</td>
<td></td>
</tr>
<tr>
<td>5. Stream (2)</td>
<td></td>
</tr>
<tr>
<td>a. Science</td>
<td></td>
</tr>
<tr>
<td>b. Arts</td>
<td></td>
</tr>
</tbody>
</table>

The instruments measuring the five independent variables were administered over the subject in accordance with the teaching programmes scheduled as under Table 7.2.

**Instrument used in Present Study**

Table 7.2

<table>
<thead>
<tr>
<th>Teaching Sequence</th>
<th>Instrument Administered</th>
<th>No. of Items</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase -I</td>
<td>Leadership Behaviour Scale</td>
<td></td>
<td>no time limit</td>
</tr>
</tbody>
</table>
The present study has been approached from three angles which are reflected in the formations of their hypotheses. They are as under-

Table 7.3

<table>
<thead>
<tr>
<th>Formulation of Hypothesis</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Correlational Hypotheses</td>
<td>Intercorrelation between Dependent variables</td>
<td>Teaching Effectiveness</td>
</tr>
<tr>
<td>b. Interactional Hypotheses</td>
<td>ANOVA for the independent variable (a) Leadership behaviour (4) (i) Autocratic (ii) Democratic (iii) Transformational (iv) Nurturant (b) Creativity (2) (High &amp; low creative teachers) (c) Sex (2) (Male &amp; Female) (d) Territorial Variations (2) (Urban &amp; Rural) (e) Stream (2) (Science &amp; Arts)</td>
<td>Teaching Effectiveness</td>
</tr>
<tr>
<td>c. Differential Hypotheses</td>
<td>Differences in Teaching effectiveness with respect to a. Leadership behaviour (4) (i) Autocratic (ii) Democratic (iii) Transformational</td>
<td>Teaching Effectiveness</td>
</tr>
</tbody>
</table>

Phase-II

| Session-I-Leadership Preference Scale (LP Scale) | 30 | but max. time = 30 minutes |
| Session-II-Transformational Leadership Behaviour Scale (TLBS) | 30 | “ |
| Session-III-Nurturant Leadership Behaviour Scale (NLBS) | 30 | “ |
| Teaching Efficiency Scale (TES) | 30 | 90 Min |
| Creative thinking ability test | 10 | 48 Min |

[192]
The above mentioned hypothesis have been investigated sequentially and presented systematically.

7.15 Tools

To obtain a concrete result it is necessary to select scientific instruments for the measurement of variables under consideration. Psychological test or measures are relative in nature and for that reason it becomes necessary to screen the testing materials carefully. The suitability of an instrument therefore becomes an essential consideration in the choice of a certain instrument out of several available instruments. Not only that sometimes, in the absence of an objective, reliable and valid instruments, the researcher often has to develop or adopt some instruments to suit the requirements of the investigation. Keeping in view these points some instruments were selected and some were constructed to measure dependent and independent variable under study.

The present study attempts to deal with three variables namely Leadership behaviour, Creativity and teaching effectiveness. Leadership behaviour includes four types of Leadership behaviour, Autocratic, Democratic, Transformational and Nurturant Leadership behaviour. Leadership preference scale developed by L.I. Bhusan was used to measures the Autocratic and Democratic Leadership behaviour of teachers where as Transformational and Nurturant Leadership scale was developed by the investigator (detail of construction and standardization of [193]
self made test is given in this chapter V).

Prof. Baquer Mehdi’s Verbal test of creative thinking was used to measure the creativity of teachers where as Teaching efficiency scale developed by Shri P.K. Shrivastava and Dr. V.P. Sharma was used for measuring teaching effectiveness.

7.16 Procedure

In the beginning teachers selected randomly were screened for identification of leadership behaviour, namely Autocratic, Democratic, Nurturant and Transformational. The teaching effectiveness of every teacher has been observed during his classroom teaching interactions by a pool of three judges individually, and the mean score was taken as the index of teaching effectiveness. They were also classified highly creative and low creative teachers on the basis of creative thinking ability test.

7.17 Statistical Treatment

Correlational Study - The coefficients of correlation were computed with a view to established relationship among different variables.

Interactional study- 4X2X2X2 factorial design was applied to find out main and interactional effect.

Differential Study - Responses obtained on various measures of independent and dependent variables from various stratified sample were systematically recorded and were tested for their significance of difference by employing ‘t’ test. The result have been presented in terms of ‘t’ values and interpreted accordingly.

7.18 Findings

The following conclusions were drawn from the different hypothesis- Part - A: Correlational studies.

Inter relationship between autocratic, democratic, nurturant, transformational leadership behaviour and teaching effectiveness of higher secondary school teacher -

- A moderately significant and negative relationship exists between
autocratic and nurturant leadership behaviour in the teaching effectiveness of higher secondary school teachers. There exists no relationship between autocratic and democratic, autocratic and transformational, democratic and transformational, democratic and nurturant, transformational and nurturant leadership behaviour of higher secondary school teachers in the teaching effectiveness.

II. High creative and low creative teachers do no show significant relationship in their teaching effectiveness.

Part - B: Interactional studies.

I. Interactional effect of leadership behaviour on teaching effectiveness - The main effect of leadership behaviour on teaching effectiveness is found to be significant where as the main effect of sex upon teaching effectiveness has been found to be insignificant.

• The interactional effect of leadership behaviour and sex on teaching effectiveness have been found to be significant.

II. Interactional effect of leadership behaviour and stream on teaching effectiveness -

• The main effect of leadership behaviour and stream on teaching effectiveness have been found to be highly significant.

• The interactional effect of leadership behaviour and stream on teaching effectiveness also been found to be highly significant.

III. Effect of leadership behaviour and locale on teaching effectiveness of teachers -

• The main effect of leadership behaviour as well as locale have been found to be highly significant.

• The interactional effect of leadership behaviour and locale was also found to be highly significant.

IV. Effect of Sex x locale on teaching effectiveness of teachers -

• The main effect of sex on teaching effectiveness have been found to be insignificant.
Similarly the main effect of locale upon teaching effectiveness have been found to be moderately significant.

The interactional effect of sex x locale was also found to be moderately significant.

V. **Effect of sex x stream on teaching effectiveness of teachers**

- The main effect of sex on teaching effectiveness was found to be moderately significant whereas stream has been found to highly significant.

- The interactional effect of sex x stream have been found to be moderately significant.

VI. **Effect of locale x stream on teaching effectiveness of teachers**

- The main effect of locale on teaching effectiveness have been found to be moderately significant whereas the main effect of stream on teaching effectiveness found to be highly significant.

- The interactional effect of locale x stream on teaching effectiveness have been found to be insignificant.

**Part - C : Differential Studies**

A. **Leadership behaviour wise differences**

- The teachers with democratic leadership behaviour tend to show more teaching effectiveness than teachers with autocratic leadership behaviour ($t=3.20$).

- The teachers having transformational leadership behaviour excel the teacher having democratic leadership behaviour in teaching effectiveness ($t=7.23$).

- The teachers having democratic leadership qualities show more teaching effectiveness than the teachers with nurturant leadership qualities ($t=4.76$).

- The teachers having transformational leadership behaviour have scored significantly higher than teachers having autocratic
leadership behaviour in teaching effectiveness ($t= 9.46$).

- Teachers with autocratic leadership style tend to have higher teaching effectiveness than teachers with nurturant leadership style ($t= 3.04$).

- Teaching effectiveness of teachers with transformational leadership behaviour is much higher than the teacher with nurturant leadership behaviour. ($t= 13.73$).

**B. Sex wise differences -**

- There exists no significant differences in the teaching effectiveness of male teachers and female teachers displaying different types of leadership behaviour ($t= 1.36$).

- The female teachers with democratic leadership style have scored significantly higher than male teachers with democratic leadership behaviour in their teaching effectiveness ($t=1.48$).

- Female teachers with autocratic leadership style tend to score significantly higher than male teachers with autocratic leadership behaviour in their teaching effectiveness ($t = 3.09$).

- There exists no significant differences between male and female teachers with transformational leadership behaviour in their teaching effectiveness ($t= .186$).

- There exists no significant difference between male and female teachers with nurturant leadership style in their teaching effectiveness ($t= .799$).

**C. Differences due to stream -**

**I.** Science teachers exceed the Arts teachers in teaching effectiveness. ($t=4.64$).

- The Science teachers with democratic leadership style have scored higher than Arts teacher with democratic leadership style in their teaching effectiveness. ($t=2.24$)
similarly the science teachers with nurturant leadership behaviour have scored significantly higher than Arts teachers with nurturant leadership behaviour (t=4.09).

There exists no significant differences between teachers with autocratic as well as transformational Science and Arts teachers in their teaching effectiveness score (t = .65, t = 1.36 respectively).

D. Locale wise Differential -

I. Urban teachers excel rural teachers in teaching effectiveness ( t = 5.47)

The Urban teachers with transformational leadership behaviour are superior to rural teachers with respect to teaching effectiveness (t= 7.64).

There exists a significant difference between urban and rural teachers having autocratic leadership style (t = 1.22).

Similarly there exists no significant difference between urban and rural teachers having democratic as well as nurturant leadership behaviour (t= 1.43, .774 respectively).

E. Differences due to creativity -

High creative and low creative teachers with autocratic, democratic, transformational and nurturant leadership behaviour do not show any significant difference in their teaching effectiveness. (t = .338, .848, 1.35, 1.88 respectively).

7.19 Educational Implications -

The findings of the present study has great relevance in Educational Planning, Vocational Selection and Occupational Placement of the teachers who acquire specific traits of leadership style.

The education is organised and supported to assist learners at acquiring and improving their cognitive and psychomotor abilities and behavioural characteristics. But it calls for continuous and multi-dimensional efforts on the part of the teachers as well learners.
One of the challenges of modern times is how to develop the organization's social structure or the architecture that might help to generate and develop the intellectual capital. In other words, the major challenge for 21st century leaders would be how to release the brain power of their institution.

In the changing nature of organisation there is need to change the nature of teachers as well as planners, who in turn, have to reinvent and redesign their roles too. Leadership paradigms are bound to change in this environment, as the new world will require integrative and holistic thinking. Leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives. The teachers, as a part of his total personality and qualities, brings certain attitudes to the classroom and act in such a way so as to raise or lower a child's self-esteem and achievement. Teachers who appear to be well disposed towards their pupils and show warmth, enthusiasm and concern in their interaction with pupils are more likely to be positively perceived by pupil than the teachers who do not show those qualities. These behaviour qualities (leadership style) of teachers have an effect on the learner's academic achievement. In this regard Lewis (1964) and Doctor (1984) reported that students scholastic achievement is not only affected by their personality characteristics but also by class room climate, teacher's personality, his leadership qualities and the expectations from the students.

The findings of the present study reveals that teachers having transformational leadership style show greater teaching effectiveness than the teacher with autocratic, democratic and nurturant leadership style where as democratic leadership style shows greater teaching effectiveness than autocratic and nurturant leadership style. While nurturant leadership style shows least teaching effectiveness.

The autocratic leader gives orders which he insists shall be obeyed he does not give detailed information about future plans but simply tells the group what immediate steps they must take. Under this style all decision making power is centralise in the leader. He does not provide freedom to
students to express their view. It is less likely to be effective because the coming generation is less amenable to rigid direction and control. There is now social awareness among the children. They are rationale in their thought and behaviour and make choices by taking reasonable risk rather than by sticking with the unchallenging routes. They are open to novel and logical ideas and trusts their own experiences.

Frustration, low moral and conflict develop easily in autocratic situation among students, their voices and experiences do not find expression in the classroom often the only voice heard in the class is that of the teacher. When children speak, they are usually only answering the teacher’s questions or repeating the teacher’s words. They rarely do things nor they have opportunities to take initiative.

A teacher adopting autocratic style to stresses his prerogative to decide and order the children to do what they are carryout. Autocratic atmosphere discourages divergent thinking, the unusual, uncommon responses of the creative children. The autocratic teacher tend to be conformist. This is because the autocratic teacher are disciplined in the process and techniques of conformity.

Adolescence is a critical period for the development of identity. It is a time when the given and internalised norms ideas are questioned. Adolescent revolt against strict discipline. In authoritarian atmosphere the adolescent become rebellious and wants more freedom.

Parkasam (1986) reported that teachers working in open school climate where better in teaching competency and teacher effectiveness than those employed in schools with autonomous, controlled and closed. In democratic environment teachers appears to be well disposed towards their pupil and show warmth, enthusiasm and concerned in their interaction with pupil, are more likely to be positively perceived by pupil than teacher who are conservative and authoritarian. Democratic teacher used group meeting to engage students’ participation in teaching learning process, promote communication and resolve conflicts. Teacher who adopt such leadership behaviour act friendly and considerate, being patient and helpful showing
sympathy and support when student is upset or anxious and listening to complain and problem. A democratic leader is one who gives order only after consulting the group. His decisions are not unilateral as with the autocratic because they arise from consultation with followers.

Democratic environment develops a highly motivating technique to the followers as they feel elevated when their ideas and suggestions are given weight in decision making. Children share the responsibility with the teacher and try to safeguard him also. As someone has remarked “The fellow in the boat with you never bores a hole in it” is quite applicable in this case too. It increases the cooperation between teacher and student.

It leads to reduction in number of complaints and grievances. It increases the morale of the students. Students learn only in an atmosphere where they feel they are valued. The association with fear, discipline and stress, rather than enjoyment and satisfaction is detrimental to learning.

Authoritarian teachers are self centred and status conscious, rigid and domineering. A democratic leader is people oriented, sharing, trusting. Sinha, J.B.P. (1980) argued that in between two extremes (authoritative vs democratic) one could postulate a transitional phase. He called this transitional phase the nurturant-leadership behaviour. Teachers adopt nurturant leadership behaviour were close to both the authoritarians as well as democratic ones in certain qualities. They are close to authoritarians in being strict, in pushing their ideas through, and in controlling other’s ideas and activities. On other hand, they were close to democratic leaders in encouraging the members, giving due share of importance to their ideas, and yet maintaining control over them. Sinha, et. al (1988) nurturant task oriented leaders were effective for those subordinates who preferred personalised and dependency relationship and willingly accepted the superior status of leader. Nurturant leaders are active, independent alert, and extrovent. In this environment children have to less opportunities to express their views and the raise their questions. Nurturant teacher behave like a strict guardian, childrens lack self confidence in such type of environment. In adolescent period students ae rational in thought and
behaviour, they are also open to novel and logical ideas and trust in their own experiences. They do not prefer this type of behaviour.

Vernon (1967, pp. 53-56) observed that the present system is criticized for favouring the conformist's mentality the pupil who is good at accepting the learning what his teachers tell him, and thinking and writing along conventional lines whereas, it discourage spontaneous and independent thinking. In adolescence instinct of curiosity grows quite rapidly. At this stage, the child strives for creating something new or doing something novel. The unusual answers and novel question original ideas and non conforming divergent view of adolescent children are suppressed. Psychologically, they want to be counted in the category of adults, but adults do not appreciate this attitude. Teacher should understand the needs of students and adopt a suitable leadership style conforming to the nature of adolescents.

In a world where the things are changing daily we need leaders who can recreate the organisation according to the changing scenario at a matching pace. A leadership style that has received considerable amount of attention for its desirability in the past few years is transformational leadership. Transformational leaders concentrate their efforts on longer term goals, place value and emphasis on developing a vision change or align systems to accommodate their vision rather than work withing existing system and coach follower to take greater responsibility for their own development as well as the development of others.

By adopting the transformational leadership behaviour the teacher certainly changes his attitude to think something new, some how original, to some extent novel and different from the others. Transformational teachers aims at producing independent thinking.

Bass (1990) suggested that "the real movers and shakers of the world are transformational leaders". Democratic leader are more likely to provide fish for followers. Where as transformational leaders are more likely to teach followers how to catch the fish, promote their independence yet commitment to the ideal of education as a great liberator of organisational members and human kind in general.
Democratic environment help student to learn how to cope with anxieties, fears hardship and failures. A democratic teacher seeks to evoke the maximum involvement and participation of every member in the group activities and in the determination of group objectives.

Transformational teachers also acting friendly, considerate, being patient and helpful showing sympathy and support when student is upset or anxious and listening to complains and problem. Such a leader uses symbols to focus efforts, expresses important purposes in simple ways, intellectually stimulate the followers, promotes intelligence rationality and careful problem solving. He/She pays individualized consideration by giving personal attention, student are liked to be attached to such an institution whose teacher is charismatic and enjoys a public image as confident, successful optimistic and dynamic leader.

Education in general are expected to develop such understandings attitudes and skill among educants are helpful in enabling them to contribute to the development of the country as well as to transform educational institutions into dynamic, creative and self reforming organisation. To shift the axis from a learning child to thinking child, it is essential to make the child self-explorer by the teaching learning process. Hilgard (1959) held that “the wrong methods of education may destroy the inquiring attitude and quench the spark of creativity.”

In the democratic leadership behaviour the teacher is a helper, a patron provides necessary help and insight for the creation of new ideas. While in the transformational leadership behaviour the teacher is a guide, a catalytic agent who diagnoses and discover the strength and weakness of the child and promptly provide him insight for the creation of new idea.

It is suprising to see that high creative and low creative teachers displaying different types of leadership behaviour do not show significant relationship in their teaching effectiveness. The finding of present study states that teaching effectiveness and creativity are independent to each other. Teaching effectiveness depends on a variety of teacher behaviour, e.g. their personality, attitudes, moral, teacher-pupil interaction, class room climate
they create and their good mental health and adjustment etc. Excellence in
teaching is not something that one inherits. Good teachers are born but more
of them are made by hours of hard work, hours of reflection and positive
attitude towards teaching to their pupils. Experience in teaching as well as
preservice and inservice training programmes will help the teachers to
increase this teaching effectiveness and by awareness with the factors related
to teaching effectiveness. The new innovation and technique which a teacher
uses to increase his teaching effectiveness compels the students to increase
his creative talent this leads the teacher to be professionally efficient in
his teaching. Thus teaching effectiveness help a teacher to develop creative
situations, though he himself may not be so creative. The teaching
effectiveness in teacher to help to provide certain learning situations which
will develop creativity. If there is healthy interpersonal relation, where
individuality and personal experiences and individual differences and views
are respected, creative development is sure to flourish. The findings of the
study implicates in -

(1) Development of Curriculum-

Result of the present study indicated that leadership style is as
important as other variables. Thus along with the other variables that are
traditionally believed to affect teaching effectiveness leadership style
should also be taken into account in curriculum setting. The present
educational system and unrealistic curriculum are so taxing to the growing
children that their creative imagination is suppressed and blocked most of
the time. Creative and open environment is necessary in school and in
society. At present much attention is paid to the improvement of knowledge
and skill of teachers, no attempt is made to improve upon their leadership
style.

Sinha (1971) one of the heaviest responsibilities in education is to
do justice to exceptional mind. We live today in brain race and so the need
for fostering creative trends in education. As it seems, very little has been
done to salvage great talents. The most important objective of a curriculum
is to provide proper education that would generate well developed
personalities that would foster harmony and mutual understanding among varieties of people. An understanding the nature of leadership styles may help teachers in their mission of promoting students’ overall development.

Curriculum development and reform is to make it an inclusive and meaningful experience for children, along with the effort to move away from a textbook culture. The curriculum framers should form the curriculum in such a way that promote children to find their voices, nurture their curiosity to do things, to ask questions and to pursue investigation, sharing and integrating their experience with school knowledge.

The curriculum must provide appropriate challenges and create enabling opportunities for students to experience success in learning and achievement to the best of their potential. Keeping in mind the leadership style of the teacher while framing the curriculum can give a proper framework for the development of stimulating and dynamic teaching learning environment for Indian School.

(2) For Teachers -

The findings of the study indicate that leadership style adopted by teacher constitute an important attribute for teaching effectiveness. Teachers can used it to facilitate the teaching learning process. An understanding the role of leadership style in teaching effectiveness can enable teachers to initiate pedagogical changes to create a better learning environment. Teaching and learning process in the classroom should be planned to respond to the diverse needs of students. Teacher can explore positive leadership style for providing education to all children.

By adopting a suitable leadership style teacher encourage children to talk, they would find that the classroom is a more lively place and teaching is not predictable and boring but rather an adventure of interacting minds. Such an environment will facilitate the self confidence and self-esteems of learners itself. The teachers own role in children’s cognition could be enhanced if they assume a more suitable leadership style which can allow children to ask questions that require them to relate what they are learning in school to things happening outside, encouraging children to answer in
their own words and from their own experiences, rather than simply memorising and getting answers right in just one way - all these are small but important steps in helping children to develop their understanding.

The present study has clearly demonstrated that the teacher should also nurture their classroom spaces as places where children can ask questions freely engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson, unless they can share their related experiences, clarify their doubts and ask questions, they will not engage themselves in learning. The study also reveals that children create best in an atmosphere that is relaxed where individual contribution are respected regardless of their merits and where open and democratic situation prevails. As already mentioned a suitable leadership behaviour is needed to boost up human development programme.

(3) For Educational Planner and Administration -

At present much attention is paid to the improvement of knowledge and skills of teachers but no attempt is made to improve upon their leadership behaviour during their training. They can be trained to approach problems in a systematic way by giving them opportunities to organize extra curricular activities and programme.

Bigalow (1971) found that in the school where principals exerted power over teachers, the teachers in the turn exerted power over students. Enough of flexibility and experimentation can be allowed to deal with classroom problems so that their resources and originality can be utilized to the full.

An understanding of role of leadership style in teaching effectiveness can enable educational planner to initiate pedagogical changes to create a better teaching learning environment. They should provide stress free, a warm, supportive climate in the school. Before any change is brought in the teaching learning process it should be properly communicate teachers concerned and required training should be given to teacher to make familiar with the change. Educational administrator should encourage and support the teachers active participation in decision making. Not only should the
teacher received orders and information, but equally the voice of the teacher should be heard by those higher authority and planner, who often take decision that affect the immediate classroom life and culture in the school. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers. Democratic environment should be promoted in the educational institutions by organizing various programmes and by equipping the classroom teaching with stimulating aids. Creative talents should be given full freedom for expression of their creativity in school.

(4) For Teacher Educator -

Teacher educator is a foundation of teaching system during training, teacher educator should lay emphasis on the different leadership style. Teacher trainees should also be taught to adopt, to select appropriate leadership style to provide a safe space for children to express themselves and simultaneously to build in certain forms of interactions. They should help student teacher to explore positive leadership styles for providing a healthy classroom environment.

7.20 Suggestions for Future Research

Some suggestions are given with regard to methodology and widening the scope of present piece of research.

◆ The study may replicated exactly in the same manner in other states also.
◆ Due to socio-cultural differences in the environment it is possible that different results are obtained in other states.
◆ It is worthwhile to study the relationship of leadership behaviour with the family, health, socio-economic status, the total academic career and creativity etc.
◆ Another research can be suggested on leadership behaviour of teachers in relation to their organisational climate.
◆ To study the relationship of teaching effectiveness between teaching personnel having polar traits of personality (e.g. introvert-extrovent, authoritarian-democratic, dominant-submissive)
The present investigation was limited to the study of teachers of higher secondary schools of Raipur city and surroundings. There is, therefore, a need of cross-validating the reported results with larger sample.

The present study is based on teachers of higher secondary schools only. Similar studies can be conducted for college, primary and nursery school teachers also.

The sample of the present study consisted of teachers having at least 10 years of teaching experience. It would be interesting to conduct a similar study on pre-service and in-service teachers.

It will also be worthwhile to study and identify the relationship between teaching effectiveness and various variables like adjustment in family, socio-economic status, academic career, organizational climate etc.

Relationship among the variables of affective domain such as attitude, achievement, motivation and interest on the one hand and creativity, leadership behaviour and teaching effectiveness on the other hand may be studied.

Scores of all dimensions of teaching effectiveness should be taken separately and correlated with different types of leadership behaviour.

Certain background variable such as caste, frustration, Reward be included in the study.

Similar study can be done for other professions besides teaching.

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