CHAPTER – FIVE

THE SUMMARY, CONCLUSIONS AND SUGGESTIONS
5.1 THE SUMMARY

Leadership effectiveness and locus of control have been some of the most discussed variables related to human behaviour in teams and organisations. Since the opening of economy in early 1990s other factors like, emotional intelligence role efficacy and locus of control have also begun to acquire extraordinary importance, perhaps due to impact at the workplace from the changes forced by information and communications technologies. There have been many studies to conceptualize and understand the nature of these variables. The present study was designed to explore how leadership effectiveness is impacted by emotional intelligence, locus of control and role efficacy in State and private universities in India. The report of the study has been classified into six chapters for clarity of presentation.

This study examines research on University leadership effectiveness, focusing specifically on the effectiveness, followed by a review of existing research on effective leaders in institutions of higher education. The scholar analyzes how leader effectiveness is defined and measured, and concludes that this is one of the major shortcomings in the knowledge base. The report then details relationship of effectiveness to emotional intelligence, role efficacy and locus of control.

Leader effectiveness and locus of control have been some of the most discussed variables related to human behaviour in teams and organizations. Since the beginning of the last decade, emotional intelligence has begun to acquire extraordinary importance, perhaps due to impact at the workplace from the changes forced by economic globalization, and due to information and communications technologies. There have been many studies to conceptualize and understand the nature of these variables. The present study was designed to explore the impact of emotional intelligence and locus of control as critical constructs on leader effectiveness and role efficacy in State and private universities in India. The report of the study has been classified into seven chapters for clarity of presentation.

Chapter 1 introduces the significance of the study and the reasons why the study has been selected. It is followed by an exhaustive review of literature in terms of leader effectiveness, emotional intelligence, locus of control, role efficacy and their respective correlates. The available literature is presented to highlight the gaps in knowledge to supplement the primary objectives of the study, followed by focus of
the problem, objectives of the study, the research problem and major limitation of the study.

Chapter 2 describes the general profile of the universities in India, the research design, universe of the study, survey population, sampling techniques, the sample and the tools adopted for data collection and analysis and reliability and validation of the questionnaire, content analysis, statistical tools adopted and applied. The investigation is an exploratory cum descriptive cum diagnostic study based on a trivariate factorial constitution, and each independent variable has two levels.

Chapter 3 presents twenty-four exercises, each in a tabular form to highlight the direction taken to accomplish the objectives of the study. Each experiment has a bimodal configuration presenting significant findings based on analysis of variance and t-test analysis. The significant results have been summarized at the end of each experiment, and are later consolidated into a grand summary.

Chapter 4 amalgamates the findings of the study with the available literature to build a logical base for filling up the gaps in knowledge. Chapter 5 has the conclusions and the suggestions. The conclusions have been presented within the framework of objectives of the study, and with specific reference to the broad purpose of the study. The suggestions have attempted to highlight some critical issues for further research. Chapter 6 is an effort to understand the application value of the findings. The implications have been presented to seek out the utility and applications of the outcome of the study. An exhaustive bibliography is presented at the end.

5.2 THE CONCLUSIONS

The conclusions have been drawn from the results to assess the extent to which objectives of the study have been fulfilled. The investigation commenced with eight objectives to fill up gaps in knowledge. The objective-wise conclusions are:

Objective 1: To study how leadership effectiveness is effected by role efficacy.

- High emotional intelligence had no effect on leader effectiveness, but showed a positive impact on role efficacy and its role making dimension. However, in combination with internal and external locus of control, low and high emotional
intelligence showed varied impact on all factors of leader effectiveness, and on all aspects and all dimensions of role efficacy. The factors of leader effectiveness were goal orientation, consideration, interpersonal skills, fairness, subordinate development, empathy, respect and learning. The aspects of role efficacy were centrality, self-role integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence, personal growth, and confrontation. The dimensions of role efficacy were role making, role centering and role linking in both types of universities.

**Objective 2: To study how leadership effectiveness is effected by role efficacy.**

- Internal locus of control showed a positive effect on leader effectiveness, and its factors - goal orientation, interpersonal skills, consideration and fairness. It also showed a positive effect on role efficacy and its aspects – centrality, self-role integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence, personal growth, and confrontation, and on its dimensions - role making, role centering and role linking. However, in combination with low and high emotional intelligence, it showed varied effect on the factors of leader effectiveness – subordinate development, empathy, respect and learning.

**Objective 3: To study the effect of type of university on leader effectiveness and role efficacy.**

- Private universities facilitated leader effectiveness, and its factors - goal orientation, interpersonal skills and consideration, but did not facilitate either role efficacy, its aspects or its dimensions. State universities facilitated superordination and influence aspects of role efficacy, and role linking dimension of role efficacy, but did not facilitate either leader effectiveness or its factors.

**Objective 4: To study the interactive effect of emotional intelligence and locus of control on leader effectiveness and role efficacy.**

- Emotional intelligence and locus of control interacted to affect subordinate development and empathy factors of leader effectiveness. Emotional intelligence and locus of control have emerged as vitally important variables while in interaction with each other, irrespective of the type of university. They showed a
significant impact on equally important factors of leadership effectiveness such as subordinate development and empathy.

**Objective 5:** To study the interactive effect of emotional intelligence and type of university on leader effectiveness and role efficacy.

- Emotional intelligence and type of university interacted to affect helping relationship aspect of role efficacy. Emotional intelligence and type of university have emerged as vitally important variables while in interaction with each other, irrespective of the locus of control. They showed a significant impact on the helping relationship aspect of role efficacy.

**Objective 6:** To study the interactive effect of locus of control and type of university on leader effectiveness and role efficacy.

- Locus of control and type of university interacted to affect consideration factor of leader effectiveness, role efficacy, its proactivity and superordination aspects, and its role linking dimension. Locus of control and type of university have emerged as vitally important variables while in interaction with each other, irrespective of emotional intelligence. They showed a significant impact on different correlates of the variables under study, viz., consideration factor of leader effectiveness, role efficacy, its proactivity and superordination aspects, and its role linking dimension.

**Objective 7:** To study the interactive effect of emotional intelligence, locus of control and type of university on leader effectiveness and role efficacy.

- Emotional intelligence, locus of control and type of university interacted to affect helping relationship aspect of role efficacy. Emotional intelligence, locus of control and type of university have emerged as vitally important variables while in interaction with each other. They showed a significant impact on the helping relationship aspect of role efficacy.

**Objective 8:** To explore the factorial constitution of leader effectiveness in universities.

- The factors of leader effectiveness in both types of universities were goal orientation, consideration, interpersonal skills, fairness, subordinate development,
empathy, respect, exercises judgement and learning. The findings of the study have indicated that an effective leader is driven by goals, while being considerate, fair and empathetic to his subordinates. His interpersonal skills are as important as his ability to exercise judgement. He has a learning orientation and concern for the subordinate development, which earns him respect from them.

5.3 THE SUGGESTIONS

The study has revealed a framework constituted of the relationship between various variables which were undertaken for the research inquiry. The experiences encountered during the investigation have facilitated in making certain suggestions for further enriching the subject.

- The study could be replicated in other sectors to verify the findings of the study. Such efforts may throw up new facts which have remained unknown till now.

- Future research needs to cover the impact of external environmental variables like Political Leadership in Case of State Universities and Ownership Pattern in Case of Private Universities.

- The effect of occupational stress levels and conditions, personality, occupational self efficacy, organisational commitment, learned optimism and other such variables need to be studied as either correlates or determinants of leader effectiveness and its role efficacy.

- In this study, leadership effectiveness had only two classifications, i.e., high and low levels only. There is a need for undertaking the research investigation for comprehending the impact of multiple levels of effectiveness on various correlates such as abilities for recognition, measurement, regulation and application of moods and emotions for leader effectiveness under different conditions such as role stress and job satisfaction.

- It may be argued that human behaviour is also driven by other forms of intelligence. Therefore, further investigation needs to be carried out to understand the impact of such other forms of intelligence on leader effectiveness.
The study was instrumental in revealing the operational differences between the State and the private universities in terms of the variables studied. For better clarity, it is suggested that contextual and environmental factors such as university characteristics, organisational climate and culture, university size and regional position be identified so that their relative impact on leader effectiveness is discovered.

The study revealed that State universities do not facilitate leader effectiveness, but otherwise facilitated influence and superordination aspects of role efficacy and role linking dimension of role efficacy. It would be useful to determine the nature and correlates of leader effectiveness in the environment of State universities. Considering the size and significance of the State universities in India, the findings of this study would hold much potential for the human resources development concerns of the universities.

The study showed that private universities did not facilitate either role efficacy, or any of its aspects or dimensions, although they facilitated leader effectiveness and some of its critical factors. There is a need to uncover the reasons behind the weak relationship of private universities with role efficacy and its components.

To further understand the dynamics of human endeavour in universities, the instruments specially designed for executives in universities could be used for validation and verification of the results of the present study.