

CHAPTER -5

MAJOR FINDINGS,
CONCLUSIONS AND
SUGGESTIONS

5.1 FINDINGS

In this section, an overview of the significant aspects of the stages in conducting the study, the major findings, discussions and interpretation of the results, conclusions, educational implications and suggestions for further research are included.

There is no significant difference in leadership behavior of male and female teachers of C.B.S.E affiliated and M.P. state Board schools.

As per table 4.1 F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.08669256) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender.

As per table 4.2 The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.028601272) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender.

As per table 4.3 The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.144157815) is less than the

critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of gender

As per table 4.4 The F – ratio table for 1 degrees of freedom for smaller mean square variance and 38 degrees of freedom for greater mean square variance reveals that the computed F value (0.23318035) is less than the critical value of F (4.098171661) at 0.05 level of significance. Hence we can conclude that there exists no significant difference in the mean LBS scores of teachers with respect of Female.

This hypothesis is accepted on the basis of data analysis of above four tables.

5.2 EDUCATIONAL IMPLICATIONS

Education is a social process by which knowledge is transferred to students through the intermediaries, the teachers. It can be had from non-formal and formal systems of education. All formal system are based on the classroom teaching. "The destiny of India is being shaped in her classroom", has been pointed out by the Indian Education commission (IEC-1964-1966) and to take, it may safely be added that the destiny of these classrooms Is being shaped by the teachers. Only effective teachers can materialize policies and plans of education in the classroom at the grass root level. The effectiveness of a teacher is considered to be associated with his personality and mental health. In order to perform his role effectively a teacher should be intelligent

in emotion and satisfied in profession, because a teacher is the hope for an individual and the nation. Since teachers' personality, behavior, interest, attitude and emotions affect the children's behavioral pattern; a teacher should understand his own emotion and other attributes as well as some of pupil in the teaching learning process. Along with these, strong accountable leadership has always been a hallmark of successful school. Today teachers have multifaceted roles to play. They are expected to uphold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality and academic integrity. The educational leader must strive to improve human condition through reflective study of human development, learning and diversity employ appropriate curricular decisions to provide effective instruction, design, deliver, evaluate and refine instruction, serve as an example of a reflective teacher, scholar, communicator, and advocate serving the interests of students and society.

In the changing scenario due to globalization, urbanization there is an increase in the number of jobs and cut-throat competition. There is also a rapid conversion of joint family system to nuclear family system in which majority of mothers are in jobs along with their spouses due to economic stress. As a consequence of which children are becoming more and more lonely and growing emotionally dwarf. Especially the adolescents are in continuous need of efforts by the teachers in the schools so as to help them to learn and develop the skills. The teacher leaders, who are able to establish

mutual trust, respect and a certain warmth and rapport with members of their group will be more effective.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

No empirical research can be said to be complete in itself especially in behavioral Science. Every time one tends to find out somehow facts or relationship; so obviously the findings however, objective and reliable they may appear to be, are applicable to that population only at the most. But the particular population is small proportion of the larger population. So in behavioral Science, replica studies on different sample are necessary in order to reach more broader and comprehensive generalizations. In this case also the present investigation cognizant of its own limitations suggests that more and more replica studies be conducted taking representative samples from different parts of the country. Some other similar studies like the following need to be conducted to broaden the ambit of the present problem.

1. In order to arrive at precise conclusions the study needs further replication on a larger sample by including the teachers of different institutions.
2. A Comparative study can be conducted by taking the sample from school and college teaching faculties.
3. A similar study can be conducted in other states of the country
4. The study could be conducted on students and student teachers as well.
5. An experimental study on the development of Leadership behavior in teachers could be conducted.

6. Studies could be conducted to find the influence of leadership behavior possessed by teachers on their teaching. Educational leadership has forced its entry in all institutions and more so in schools because of the demanding changes at all levels. Policy makers believe that children in educational institutions need to be updated and the only way is through the teachers working in those schools. Hence study of this kind is very significant in understanding the emerging role of teachers as leaders.

5.4 CONCLUSION

In the recent years, the role of teachers in the school has become challenging as they have to portray not only the updated curriculum but also take care of their emotional needs to mould students with all round development for the technology era and as future citizens. Hence to develop leadership behavior for every teacher, it is necessary to impart training in developing Interpersonal Relations, Intellectual Operations, Behavioral and Emotional Stability, Ethical and Moral Strength, Adequacy of Communications and Operation as a Citizen.