



GENDER DIFFERENCES IN LEADERSHIP STYLES AMONG PROSPECTIVE TEACHERS

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Abstract: Leadership Skills are the qualities of a person to lead any group of people for achieving any goal. Leadership skill are acquired hence the great leaders are evolved in the society. A good leader inspires others and led them to right direction. Educational leadership is required in the educational system for better achievement of educational objectives through good process, material and training improvements. This is achieved through collaboration of parents, educators, students, society, administrators and public. Leadership is strongly associated with school performances.

The present research paper focuses on finding the level of leadership in Prospective Teachers. In this study survey method has been employed. Multifactor Leadership Questionnaire (MLQ) of Bass & Avolio (2004) ^[1] was used for data collection. The sample for the study consisted of 100 Prospective Teachers of District Hamirpur in Himachal Pradesh. The findings of the study revealed that there is no significant difference in Leadership styles of Male and Female Prospective Teachers.

KEY WORDS: Learning Skills, Leadership styles, Administration, Society, Prospective teachers...

INTRODUCTION

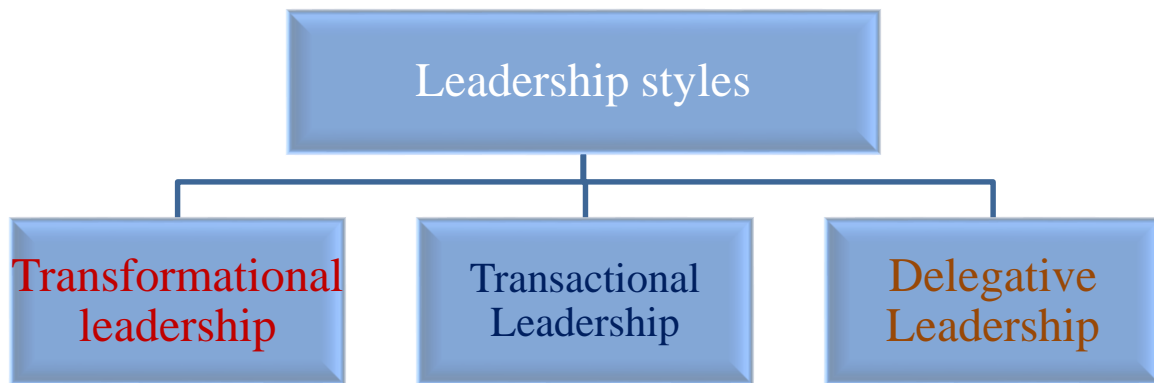
Leadership is the technique of leaders to motivating people, set of behavior, characteristics, executing plans, giving direction in right way. There are different types of styles of leadership which are used by different professions. A leader's style is shaped by a variety of factors, including personality, values, skills, and experiences, and can have a significant impact on the effectiveness of their leadership. Their leadership style also determines how leaders develop their strategy, implement plans and respond to changes while managing stakeholders' expectations and their team's well-being. In many cases leaders will express a wide-range of leadership styles – and will likely adapt this dependent on their situation. However, leader will often have one pre-eminent style that they tend to express more often.

As a leader, understanding your leadership style is critically important. When you understand your leadership style, you can determine how this affects those you directly influence. It also helps you find your leadership strengths and define which leadership skills to develop. Some leaders can already categorize their current leadership style, recognizing whether this makes them effective.

TYPES OF LEADERSHIP STYLES

1. Transformational leadership

Transformational leadership is a leadership style that focuses attention on change and transformation. Leaders who adopt this approach try to inspire their followers to achieve more than they ever thought possible by make use of their future. This type of leadership can be productive in organizations looking to make noteworthy changes or transformations.



2.

Transactional Leadership

This leadership style focuses attention on structure, assuming individuals may not possess the motivation needed to complete their work. This “give and take” leadership style is more concerned with skillfully following accepted schedules and procedures than making transformational organizational changes.

3. Delegative Leadership

Often called as “laissez-faire” a delegative leadership style. it points out on delegating initiative to team members. This is generally known as one of the least remarkable form of leadership; this translates to “let them do.” This is therefore considered a very sovereign type of leadership style.

REVIEW OF LITRATURE

Review of literature acts as the backbone of any research work. With the help of review of literature researcher will know, what others have learned from similar research situations and helps in the formation of hypothesis for the study.

Riggio, (2008) ^[9] shows that there are no assessable differences in leadership styles between genders.

Durga & Prabhu (2011) ^[3] the leadership of this category always pursues democratically and believes to solve every issue in the organization according to the popular will of the employees. The diagnostic skills of the leadership, either they are intrinsic or gained are valuable for the resolving the issues related with the individuals and with the organization as a whole.

Kumar (2011) ^[5] found that Male and Female teachers differ significantly with respect to preferred leadership styles. Male Elementary School Teachers are more oriented toward Democratic Leadership styles as compare to their Female counterpart.

Zillii and Zahoor (2012) ^[11] revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

Dhiman (2015) ^[2] reported that Male and Female teachers did not differ significantly in spiritual intelligence.

Lojpur et al., (2014) ^[6] founds that men and women teachers have same in leadership styles.

Munir. F., & Aboidullah. M, (2018) ^[7] reported no significant gender difference in practicing transformational leadership behaviors.

Kindie Abeje Lakew (2019) ^[4] found that the perception of leadership style has no any difference across gender.

Ann Wanjiru (2020) ^[10] reveled no significant difference exists between male and female head-teachers in leadership styles.

Pathak & Kumar, R. (2021) ^[8] found no significant difference in leadership styles among Male and female teachers.

Leadership styles play most important part in the life of a teacher. In the modern era every nation want to develop in every prospective of sustainable goals declared by the United Nations. For the development of a nation education system has the most important role. Teachers are the most important part of education system so they need great level of professional skills. Leadership styles are the most important skill of a teacher hence educational leadership creates a vision of academic success for all students.

The review of literature indicates that very few researches have been done leadership of Elementary School Teachers. Hence the investigators propose to study leadership of Prospective Teachers.

OBJECTIVES OF THE STUDY

O. To find the significant difference in the Leadership Styles of Prospective Teachers on the basis of gender.

HYPOTHESES OF THE STUDY

H. There will be no significant difference between the leadership styles of Prospective Teachers on the basis of their gender..

METHOD

The Descriptive survey method for the present study has been used by investigator.

POPULATION

The prospective teacher trainees of Hamirpur district will constitute the population of the study.

SAMPLING

The sample for the present study consists of 100 prospective teachers of Hamirpur district of Himachal Pradesh.

RESEARCH TOOL UESD

Multifactor Leadership Questionnaire (MLQ) of Bass & Avolio (2004) is used as tool for data collection.

VARIABLES

In the present study, Leadership Styles was treated as dependent variable, whereas gender was taken as independent variables.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test has been used for data analysis.

ANALYSIS AND INTERPRETATION

Table-1 presents the calculated statistics of Transformational leadership styles values of male and female prospective teachers.

Table -1

Significant of Mean Difference in Transformational Leadership style of Male and Female Prospective Teachers

| Groups | N | Mean | SD | df | 't'-Value | Level of significance |
|--------|----|-------|-------|----|-----------|-----------------------|
| Female | 54 | 67.5 | 10.83 | 98 | 0.381 | NS |
| Male | 46 | 65.57 | 11.11 | | | |

NS=Not significant at 0.05 level of significance

The Table-1 indicates that the obtained 't'-value was found to be 0.381 with respect to transformational leadership style of male and female prospective teachers which is not significant at 0.05 level of significance. It means that male and female prospective teachers do not differ significantly with regard to their transformational leadership style. In other words it can be said that male and female prospective teachers have similar levels of transformational leadership style. This may be due to better insight, sensitivity, decisiveness, Ethical values, Intelligence, honesty and disciplined prospective teachers.

Hence, the null hypothesis stating that, 'there will be no significant difference between the leadership styles of prospective teachers on the basis of their gender', was retained.

Table-2 presents the calculated statistics of Transactional leadership styles values of male and female prospective teacher.

Table -2**Significant of Mean Difference in Transactional Leadership style of Male and Female Prospective Teachers**

| Groups | N | Mean | SD | df | t' Value | Level of significance |
|--------|----|-------|------|----|----------|-----------------------|
| Female | 54 | 38.09 | 5.87 | 98 | 0.607 | NS |
| Male | 46 | 38.63 | 4.24 | | | |

NS=Not significant at 0.05 level of significance

The Table-2 reflects that the calculated 't' value was found to be 0.607 with respect to transactional leadership style of male and female prospective teachers which is not significant at 0.05 level of significance. It means that male and female prospective teachers do not differ significantly with regard to their transactional leadership style. In other words it can be said that male and female prospective teachers have similar levels of transactional leadership style. This may be due to honesty, intelligence, decisiveness, equally qualified and organized prospective Teachers.

Hence, the null hypothesis stating that, 'there will be no significant difference between the leadership styles of prospective teachers on the basis of their gender', was accepted.

Table-3 presents the calculated statistics of laissez-faire leadership styles values of male and female prospective teachers.

Table -3**Significant of Mean Difference in laissez-faire Leadership style of Male and Female Prospective Teachers**

| Groups | N | Mean | SD | df | t' Value | Level of significance |
|--------|----|------|------|----|----------|-----------------------|
| Female | 54 | 7.77 | 3.66 | 98 | 0.971 | NS |
| Male | 46 | 7.80 | 3.46 | | | |

NS=Not significant at 0.05 level of significance

The Table-3 shows that the 't' value is 0.971 with respect to laissez-faire leadership style of male and female prospective teachers which is not significant at 0.05 level of significance. It means that male and female prospective teachers do not differ significantly with regard to their laissez-faire leadership style. In other words it can be said that male and female prospective teachers have similar levels of laissez-faire leadership style. This may be due to decisiveness, honesty, intelligence, organized equally qualified and decisiveness prospective Teachers.

Hence, the null hypothesis stating that, 'there will be no significant difference between the leadership styles of prospective teachers on the basis of their gender', was accepted.

FINDINGS OF THE STUDY

- Male and female prospective teachers do not differ significantly with regards to their Transformational, Transactional and laissez-faire leadership styles.

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