

LEADERSHIP STYLES OF MALE AND FEMALE PRINCIPALS OF COLLEGES OF EDUCATION

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Abstract

In the present paper an attempt has been made to study the Leadership Styles scores and dimensions i.e., Authoritarian Leadership, Democratic Leadership and Laissez-Faire Leadership scores of Male and Female Principals of Colleges of Education. Data were collected from Principals and Teacher Educators of Colleges of Education situated in Belagavi, Vijayapura and Bagalkote affiliated to Rani Channamma University, Belagavi by using purposive sampling technique using Leadership Behavior Description Questionnaire constructed and standardized by E.A.Flishman (1973). The collected data were analyzed using independent two sample 't'-test.

The results of the study reveal that, Male Principals of Colleges of Education have higher and significant Leadership Styles scores as compared to Female Principals. Further, Male and Female Principals of Colleges of Education exhibited similar Authoritarian Leadership scores. However, Male Principals of Colleges of Education showed higher and significant Democratic Leadership and Laissez-faire scores as compared to Female Principals.

Key words: Leadership styles, Authoritarian Leadership, Democratic Leadership, Laissez-Faire leadership etc.,

Introduction

Leadership is a long derived popular and debatable issue. Effective leadership plays an important role in the growth and development of organization. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more organized and logical meaning. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills. However, it is known that leaders have personality that can influence actions of other individuals.

Literature Review

Transactional leadership provides a clear vision to understand and inculcate organizational goal. This is a practical leadership. Jobs, with available resources defining set goal within time boundation. Transactional leadership shapes workers, employees and change environment and try to acquire total quality management (Tiwari and Sharma, 2017). Leadership styles are more inclined to continuous improvement and perceived as dominant TQM practices than innovation. The leaders of organizations achieve appropriate leadership styles for effective and TQM focus (Kumar Sharma, 2018). A very high practice of organizational traits of involvement, adaptability, consistency, and mission with an indirect effect on leadership style (Belarmino, 2019). Leadership practices have a bearing impact on TQM and organizational performance (Alnuaimi and Yaakub, 2020).

Need and Importance

Leaders and their leadership skills play an important role in the growth of any organization. Leadership refers to the process of influencing the behaviour of people in a manner that they strive willingly and enthusiastically towards the achievement of group objectives. Leadership is a dynamic process, which deserves study. It is a relational process involving interactions among leaders, members and sometimes outside constituencies.

Methodology and Design

Descriptive survey method is employed for carrying out this study.

Objectives

- (1) To study the difference between Male and Female Principals of Colleges of Education with respect to Leadership Styles scores.
- (2) To compare Male and Female Principals of Colleges of Education with respect to dimensions of Leadership Styles i.e., Authoritarian Leadership, Democratic Leadership and Laissez-Faire Leadership scores.

Hypothesis

H¹: There is no significant difference between Male and Female Principals of Colleges of Education with respect to Leadership Styles scores.

To test this hypothesis, independent two sample 't'-test was applied and the results are presented in the following table.

Table No.1: Summary of independent two sample 't'-test with Mean, Standard Deviation, 't'-value, Degrees of Freedom and p-value between Male and Female Principals of Colleges of Education with respect to Leadership Styles scores.

Variable	Male Principals		Female Principals		df	t-value	p-value
	Mean	SD	Mean	SD			
Leadership Styles	126.05	8.37	120.55	10.13	278	4.8011	0.0001*

*p<0.05

From Table No.1, it can be observed that, the calculated value of 't'-test is 4.8011 and the critical value of 't' with 278 degrees of freedom at 0.05 level of significance is 1.9600. It indicates that, the value of 't'-test i.e., 4.8011 is greater than 1.9600. It means that, Male and Female Principals of Colleges of Education have different Leadership Styles scores. Therefore, the null hypothesis is rejected and the alternate hypothesis is accepted. It can be concluded that, Male Principals of Colleges of Education have higher and significant Leadership Styles scores as compared to Female Principals.

H²: There is no significant difference between Male and Female Principals of Colleges of Education with respect to dimensions of Leadership Styles i.e., Authoritarian Leadership, Democratic Leadership and Laissez-Faire Leadership scores.

To test this hypothesis, the independent two sample 't'-test applied out and the results are presented in the following table.

Table No.2: Summary of independent two sample 't'-test with Mean, Standard Deviation, 't'-value, Degrees of Freedom and p-value between Male and Female Principals of Colleges of Education with respect to dimensions of Leadership Styles.

Variable	Dimensions	Male Principals		Female Principals		df	t-value	p-value
		Mean	SD	Mean	SD			
Leadership Styles	Authoritarian Leadership	37.01	2.97	36.41	3.57	278	1.4772	0.1408
	Democratic Leadership	46.22	5.80	42.77	6.03	278	4.6060	0.0001*
	Laissez -Faire Leadership	42.82	4.74	41.37	4.76	278	2.3865	0.0177*

*p<0.05

From the results of Table No.2, it can be observed that,

- ✚ When the Male and Female Principals of Colleges of Education were compared with dimension of Leadership styles i.e., Authoritarian Leadership scores, the calculated value of 't'-test is 1.4772 and the critical value of 't' with 278 degrees of freedom at 0.05 level of significance is 1.9600. It indicates that, the value of 't'-test i.e., 1.4772 is lesser than 1.9600. Therefore, the null hypothesis is accepted. It means that, the Male and Female Principals of Colleges of Education have similar Authoritarian Leadership scores.
- ✚ When the Male and Female Principals of Colleges of Education were compared with dimension of Leadership styles i.e., Democratic Leadership scores, the calculated value of 't'-test is 4.6060 and the critical value of 't' with 278 degrees of freedom at 0.05 level of significance is 1.9600. It indicates that, the value of 't'-test i.e., 4.6060 is greater than 1.9600. It means that, the Male and Female Principals of Colleges of Education have different scores with respect to dimension Democratic Leadership. Therefore, the null is rejected and the alternative hypothesis is accepted. It can be concluded that, the Male Principals of Colleges of Education have higher and significant Democratic Leadership scores as compared to Female Principals.
- ✚ When the Male and Female Principals of Colleges of Education were compared with dimension of Leadership Styles i.e., Laissez-faire Leadership scores, the calculated value of 't'-test is 2.3865 and the critical value of 't' with 278 degrees of freedom at 0.05 level of significance is 1.9600. It indicates that, the value of 't'-test i.e., 2.3865 is greater than 1.9600. It means that, the Male and Female Principals of Colleges of Education have different Laissez -faire Leadership scores. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that, the Male Principals of Colleges of Education have higher and significant Laissez-faire leadership scores as compared to Female Principals.

Major Findings

- (1) Male Principals of Colleges of Education have higher and significant Leadership Styles scores as compared to Female Principals.
- (2) Male and Female Principals of Colleges of Education have similar Authoritarian Leadership scores.
- (3) Male Principals of Colleges of Education have higher and significant Democratic Leadership and Laissez-faire scores as compared to Female Principals.

Conclusion

Thus it can be concluded that, a dedicated leader inspires his subordinates into higher levels of teamwork. There are certain things that an effective and dedicated leader must know and do. These do not come naturally, but are acquired through continual work and study. Effective and dedicated leaders are continually working and studying to improve their leadership skills.

References

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