



A STUDY OF LEADERSHIP STYLE OF TEACHERS ON THE BASIS OF GENDERAT SECONDARY SCHOOLS OF THANE DISTRICT

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Abstract

Leadership concerned with the role of a teacher is to create followers who in due course become responsible leader to carry forward the developmental process. As a leader, one must envision the future and personality and believe that one can make a difference. Effective leader supply a shared vision and inspire people to achieve more than they may have dreamt possible. Leadership is necessary for shaping a group of people into a team as a source of competitive business advantage. The present paper highlights the Study of Leadership Style of Teachers on the Basis of Genderat Secondary Schools of Thane District.

Keywords: Gender, Leadership style, Secondary School Teacher.



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1. Introduction:

Teachers in fact are the designers of the future of the students. Teachers are the dynamic forces to include education in students. Directly or indirectly they influence their students, hence teachers should present themselves as ideals. According to William Arthur ward, “the mediocre teachers tells; the good teachers explains; the superior teachers demonstrates; the great teacher inspires” (Sharma r.c., 1975) a great teacher inspires the students in all possible ways. The teachers are the leader of the social group in the classroom situation as well as school life. His job is not finished with the imparting of instruction in the class. He is to develop relation with the class children and make the good social being, outside the class too. Hence, he/she should maintain good relationship with the pupils, the colleagues, head of the institution, parents of the children and the community. His vision of life must be based on love, sympathy and affection for all in general and for the needy and deprived classes of the society in particular. So, he/she is considered as a leader.

2. Review of related literature:

For the present study the following review was done;

Alonderiene and Majauskaite (2016) examined leadership style and job satisfaction in Higher Education Institutions. It includes 72 faculty members and ten supervisors from Lithuanian public and private universities. The survey was conducted to check how leadership styles of supervisors influence faculty job satisfaction and compare the opinion of supervisors and subordinates. Findings: The empirical research revealed significant positive impact of leadership style on job satisfaction of faculty where several leadership style has been found to have the highest positive significant impact on job satisfaction of faculty while controlling autocrat leadership style has the lowest impact. Research limitations/implications: There are several implications for further research.

Avci, Ahmet(2016) examined the relationship between the leadership styles of principals and organizational citizenship behaviors of teachers according to teachers' perceptions. In this research, a relational survey model was used. Data for the research were obtained from 1,723 teachers working in public and private schools which were subject to Ministry of National Education in the Kadikoy district of Istanbul province in 2014. In this research, data were collected through "Personal Information Form" developed by the researcher, and "Effects of Leadership Styles of Principals on Organizational Citizenship" inventory consisting of "Leadership Styles Scale" and "Organizational Citizenship Scale".. There was a positive highly significant relationship between the transformational and transactional leadership characteristics of principals and the organizational citizenship. Transformational leadership positively affects the level of organizational citizenship more than transactional leadership.

Rani, V (2013) examined the leadership styles and their effectiveness in Private and Public Sector Banks in Punjab. The sample of the study was 150 Branch Managers (75 from public sectors and 75 from private sectors) and 300 employees (150 each from public and private sectors). The data was collected through personal interview method. A structured pre-tested questionnaire was also prepared. The dimensions in the questionnaire was related to the perception of employees about the behaviour of the leaders, perception of leaders about leadership styles, leadership skills, characteristics of leader and leadership ethics. The author reported that Autocratic Leadership Style was found in private sectors. And it resulted in poor performance. In public sector banks, the managers had Democratic Leadership Style and that result in better performance. Leadership Skill was significantly higher in private sectors as compared to public sector banks.

VimalBabu (2011) studies have emphasized that expatriates leadership styles play a pivotal role. It has been considered as a prime criterion to be successful and effective in the host country. Study has examined 25 Japanese and 23 American expats in India focusing on their

leadership styles. In order to determine the leadership styles of these managers from altogether different countries, the study has investigated ten leadership components. Results were analysed to identify the differences and similarities between the leadership styles. Statistical tests revealed that there were significant differences on four leadership components out of ten and the remaining six leadership components had non significant differences. Results showed that American managers had good communication skills . Japanese managers often motivated their subordinates to work harder by stating clearly what the desired performance is and what is not. American managers had more knowledge and skills to transfer and train their subordinates. The study also sheds light on the implications for expatriates with regard to leadership effectiveness.

3. Objectives of the Study:

- 1) To study the Demographics of the gender of Teachers at Secondary Schools of Thane District
- 2) To compare the leadership style of Teachers on the Basis of their Gender at Secondary Schools of Thane District.

4. Hypothesis of the Study:

- 1) There is no significant difference in the leadership style of Teachers at Secondary Schools on the Basis of their Gender of Thane District.

5. Research Methodology:

For the present study descriptive survey method was adopted. This study is ex post facto survey of one district. 1000 teachers were considered as sample from Government, aided and unaided rural and urban schools at secondary level from Thane district are part of study. Out of 1000 teachers only 843 teachers replied and returned the questionnaire. The selection of school was done using stratified sampling technique. For the present study, Leadership style was measured with the help of self reported scale developed by A.S. Arul Lawrence.. Its reliability reported to be 0.817.

6. Data Analysis:

The researcher met to the secondary school teachers in Thane District personally to collect relevant data. The purpose and nature of the study and the target group were mentioned. Permission being granted, and considering the convenience of each group, the researcher visited the school. Teachers were oriented for about 10 minutes regarding objectives of research and activities involved. The questionnaire consists of 22 statements. Each statement is having 3 alternative answers which describe the three different leadership style namely: autocratic, democratic and Laisser-faire. The respondent is asked to choose any one of the

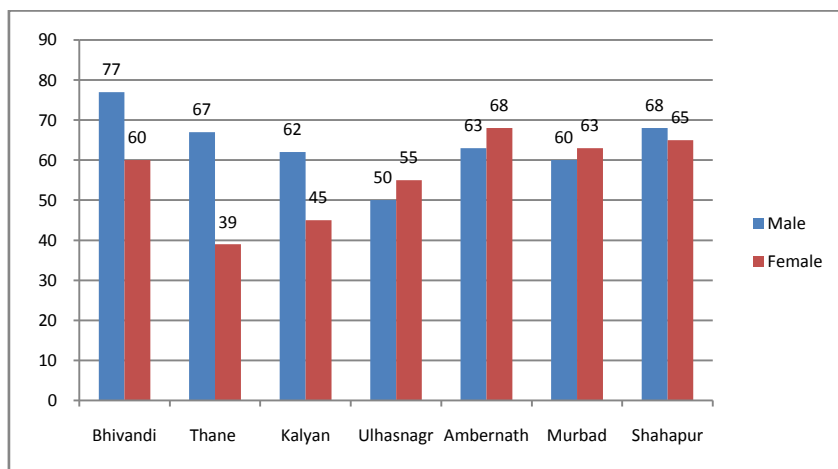
answer. There is no right or wrong answer among the responses. The time given to the respondent to complete the questionnaire was 15 minutes. Total 1000 questionnaire were distributed at the Secondary Schools of Thane District. Out of which 843 (84.30%) were received.

6.1 Demographics of the gender of Teachers at Secondary Schools of Thane District

To fulfill the first objective the analysis the demographics of the gender of Teachers at Secondary Schools of Thane District has shown in the following table and graph:

Table No. 6.1 Demographics of the gender of Teachers at Secondary Schools of Thane District

Sr. No.	Tahsil	Male	Female
1	Bhivandi	77	60
2	Thane	67	39
3	Kalyan	62	45
4	Ulhasnagr	50	55
5	Ambernath	63	68
6	Murbad	60	63
7	Shahapur	68	65
Total		447	395



Graph No. 6.1 Demographics of the gender of Teachers at Secondary Schools of Thane District

It reveals from the table no. 6.1 and graph 6.1 that the demographics of the Male Teachers at Secondary Schools of Thane District the total Male teachers were 447. The further analysis for the male teachers from Bhivandi 77 (17.22%), Shahapur 68 (15.21%), Thane 67 (14.98%), Ambernath 63 (16.09%), Kalyan 62 (13.97%), Murbad 60 (13.42%) and Ulhasnagar 50 (11.18%) respectively.

The demographics of the Female Teachers at Secondary Schools of Thane District the total Female teachers were 395. The further analysis for the female teachers from Ambernath 68

(17.21%),,Shahapur 65 (16.45%), Murbad 63 (15.94%),Bhivandi 60 (15.18%),, Ulhasnagar 55 (13.92%),Kalyan 45 (11.39%) and Thane 39 (09.87%) respectively.

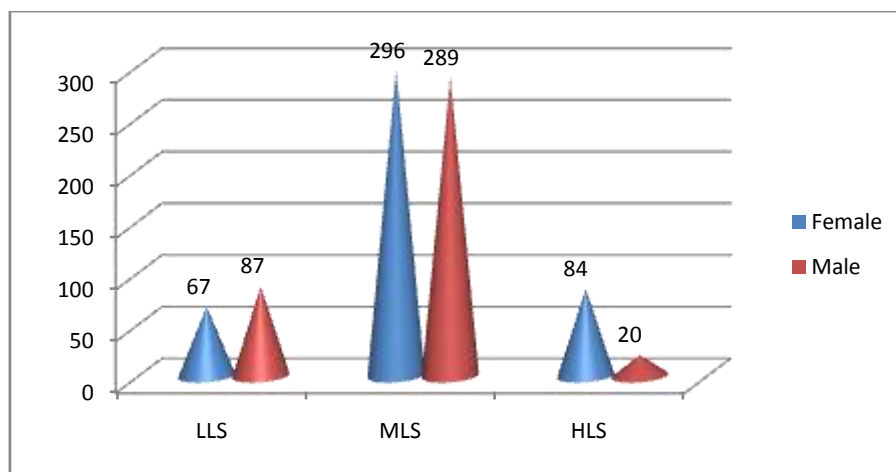
It seems that the Male Teachers at Secondary Schools of Thane District are found in BhivandiTahsil which can be said that the male teachers in Bhivandi are adopting the teaching profession might got the opportunity to teaching in secondary schools despite that female chooses this profession. As per the analysis it shows that the female Teachers at Secondary Schools of Thane District are found inAmbernathTahsil.

6.2 Comparison of leadership style on the basis of Gender:

To fulfill the second objective i.e. tocompare the leadership style of Teachers at Secondary Schools on the Basis of their Gender of Thane Districthas shown in the following table and graph:

Table No.6.2Descriptive statistic of Gender wise distribution of leadership style

Gender	N	Leadership Style	Mean	Median	Mode	SD	Kurtosis	Skewness
Female	67	LLS	10.626	10	10	2.152	11.709	1.875
	296	MLS	12.479	12	10	3.216	-0.069	0.597
	84	HLS	9.059	9	9	0.796	0.378	0.331
Male	87	LLS	9.816	10	9	1.28	0.15	0.829
	289	MLS	12.615	12	12	2.947	0.311	0.888
	20	HLS	10.25	10.5	13	2.314	-0.475	-0.337
Total	843							



Graph No.6.2 Descriptive statistic of Gender wise distribution of leadership style

It reveals from the above table no. 6.1 and graph 6.2 that both the male and female secondary school teachers from Thane district have the moderate leadership style whereas the male teachers having mean of 12.615 have higher scores as compare to the female teachers having mean of 12.479 have lower scores. It seems male and female secondary schools teachers have the moderate leadership style.

7. Hypothesis Testing:

The hypothesis of the study tested as follows;

- 1) There is no significant difference between leadership style of secondary school teachers on the basis of Gender

Table No. 7.1 Significance difference in leadership style of secondary school teachers on the basis of Gender

Gender	N	Mean	SD	t-Value	table Value	Level of Significance
Male	396	12.5	3.11	1.06	1.64	0.05
Female	447	12.28	2.86			
Total	843					

Accepted

There is no significant difference between leadership style of secondary school teachers on the basis of Gender

It is evident from the above table no. 7.1 that there is no significance difference between leadership style of secondary school teachers on the basis of Gender. Hence the hypothesis is accepted as the t-value is 1.06 which is less than the table value 1.64.

8. Findings of the Study:

- The demography of Male Teachers at Secondary Schools of Thane District were found in BhivandiTahsil while Female Teachers at Secondary Schools of Thane District were found in AmbernathTahsil respectively.
- It is found that the male and female secondary school teachers from Thane district have the moderate leadership style whereas the male teachers having mean of 12.615 have higher scores as compare to the female teachers having mean of 12.479 have lower scores.
- It is found that there is no significance difference between leadership style of secondary school teachers on the basis of Gender. Hence the hypothesis is accepted as the t-value is 1.06 which is less than the table value 1.64.

9. Conclusion:

In education a teacher is the key person to accomplish the objectives of it. The fact that teaching is a profession entails that it is a specialised activity for which specialised knowledge and skills are required. Teacher education is the specialised branch where person can train to develop their own personality. As educationist says, Teaching is developmental process, teacher education and teacher educators both are important in making education more fruitful”

10. References

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