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A STUDY ON THE INFLUENCE OF GENDER AND TYPE OF COLLEGE ON LEADERSHIP BEHAVIOUR AMONG B.ED. COLLEGE STUDENTS

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Abstract

Leadership is stated in terms of interactional characteristics or organisational characteristics that define the individual's scope of activity in terms of decision-making, task completion, and the adoption of duties. The purpose of this study is to analyse the leadership skills of B.Ed. college students depending on their gender and the kind of school they attend. This may shed light on the gender disparity in society, which impacts the young minds of students, as well as the perceived income disparity between students from different colleges. Using a standardised questionnaire, 527 students from different B.Ed. institutions were surveyed. The respondent sample was selected based on purposive sampling. Percentage analysis, t-test and F-test Anova Analysis were used to statistically analyse the primary data. The study's findings show that there is no gender bias in B.Ed. college students' personal leadership, but gender influences group leadership and overall leadership behaviour. Similarly, government-aided college students outperformed those attending private or government institutions in terms of personal, group, and overall leadership abilities. The institutional environment has an important influence in developing leadership abilities in students. It is advocated that educational bureaucrats must focus on promoting leadership behaviour in college alongside academics, since students' leadership qualities will have a large influence in the actual world.

KEYWORDS: Leadership behaviour, gender, college type, college students, leadership ability.

1. INTRODUCTION

Leadership is derived from the word leaden, which means "to advance" or "for most among." A person leads because he or she believes in an idea, cause, or action and is willing to devote time, effort, and self to it. Leadership is described in terms of traits of interaction or a feature of organisation in which the individual's scope of activity is defined in terms of decision-making, the performance of tasks, and the assumption of responsibilities (*Sethi, 2009*). Nevertheless, leadership is not the exclusive trait of a single individual. It is a very complicated social interaction including the behavioural process of influencing people and groups towards predetermined objectives. It effects the behaviour of everyone who is observed in every type of existence.

Education is a dynamic process that may be obtained from a variety of institutions. Schools and colleges are institutions that seek to provide young people with age-appropriate, organised learning along with other activities that might boost an individual's happiness quotient and provide them with the information and skills necessary to live a successful life (*Role of an Education Leader in Today's Era Leadership Really Matters - Education Stalwarts, 2021*). The role of education and educational institutions in creating the leaders of tomorrow cannot be ignored.

Many behaviours, such as productivity, communication, administration, achievement, and participation, have been predicted using demographic characteristics such as gender, age, and educational level (*Ganzel, 1999; Jamal, 2014; Kirtley & Weaver, 1999; Williamson, 2000; Wilson et al., 1999*). When considering the degree to which students are taught leadership abilities, it is impossible to ignore the effect of important demographic characteristics such as gender and school type. This is mostly attributable to the substantial disparity in teaching quality across school boards and the societal view of public and private schools. Traditional patriarchal societal norms prevalent in India, gender has an effect on a variety of cognitive abilities, not only leadership capabilities (*Bhattacharya, 2021*).

The Indian society is crammed with disparities in every nook and corner. The educational system is no exception to it. One of the major disparities is felt between genders. In the Indian society, it is generally perceived that the males are created to lead, and the females have no part in it. Over the past centuries, women leadership has not been encouraged widely which has been changing over the past decade. This decade has witnessed the rise of many women leaders worldwide. The question this research seeks to answer is whether this change in patriarchy is reflected among the college students too. Similarly, the disparity among educational institutions based on their nature such as government or private institutions is also deeply felt in the society. While government institutions have better funding, and faculty, private institutions are providing better results and placements but compromise on other co-curricular and extra-curricular activities. This research aims to examine the leadership qualities of B.Ed. college students based on their

gender and the kind of institution to which they belong. This may provide some insight on the gender discrepancy in society, which affects the young brains of students, as well as the economic difference perceived by students from various universities.

1.1 OBJECTIVE OF THE STUDY

The objectives of the study are as follows:

1. To investigate the influence of gender on leadership behaviour of college students.
2. To analyse the influence of type of college on leadership behaviour of college students.

2.0 REVIEW OF LITERATURE

Attom et al., (2021) uses the leadership of female students in governance at the University of Education (UEW) as the study's focal point and employing the liberal feminist theory to hypothesise that the desire of female students for leadership positions in higher education would not differ substantially from reality due to some systemic cultural obstacles. The research indicated that some leadership roles are designated for men, and that women who compete for these positions often face cultural obstacles. The conclusion of the research is that female students are driven to pursue leadership roles owing to their desire to impress and serve the people; yet society places gender-based limitations on women who seek leadership positions. The research suggests that teachers and parents should motivate boys and girls to assume equal leadership responsibilities early in life in order to instil in them a desire for future leadership roles.

Alan et al., (2019) uses data from a large-scale field experiment to demonstrate that although there is no gender difference in children's willingness to undertake hazardous judgments on behalf of a group, a substantial gender gap arises among teens. From infancy through adolescence, the percentage of females who have leadership potential decreases by 39%. The authors investigate the potential causes of this reduction and find that it is mostly attributable to a severe fall in 'social confidence,' as assessed by the willingness to execute an effortful activity in public.

Al-shakha, (2019) investigated the role of gender and years of working with a female leader on perceptions of female leadership effectiveness in Saudi Arabian higher education institutions. Four hypothesised models were offered to address the study issues (simple direct model, mediation model, moderation model, and mediation moderation model). Data was obtained from roughly 554 male and female leaders who occupy administrative positions in five public universities in Riyadh, Saudi Arabia. The postulated models were evaluated using the T. test and route analysis. Path analysis revealed that the mediation model provided the greatest match among the four hypothesised models. In the mediation moderation model, the weakest of the four hypothesised models, one meaningful route was observed between gender and perceived female leadership effectiveness.

Eklund et al., (2017) states that to decide how each leader may realise their best potential and effectiveness, gender must be addressed. The FourCePITO leadership conceptual framework is intended to influence leadership development and education. Using this conceptual framework of leadership, this chapter explores how gender consideration might influence and maximise leadership growth and effectiveness. This chapter aims to outline the challenges that educators of leaders, future leaders, and "practising" leaders should be aware of in order to achieve success for the benefit of the organisations and persons they are responsible for leading.

Laxmi, (2017) examined gender variations in leadership style and bias among college students. A total of 160 college students, 80 men and 80 females, were recruited from various institutions in Gurgaon. The socio-demographic characteristics, such as age, family structure, and monthly income, were used to account for confounding factors. On the chosen population, the Leadership Preference Scale by L.I. Bhushan, and the Prejudice Scale by R.L. Bharadwaj were used. The findings revealed considerable gender differences in terms of leadership style and bias. Males favoured an authoritarian type of leadership, while females favoured a democratic style of leadership. There are also considerable gender differences in the extent of bias.

3. RESEARCH METHODOLOGY

The study follows a survey approach. A structured questionnaire was circulated among 527 B. Ed college students including Government, Government aided and private colleges. The respondent sample was selected based on purposive sampling. Percentage analysis, t-test and F-test Anova Analysis were used to statistically analyse the primary data.

4. ANALYSIS AND INTERPRETATION

Table No. 1

Table showing the respondents in Gender wise

Gender	Frequency	Percent
Male	171	32.4
Female	356	67.6
Total	527	100.0

Source: Primary Data

INTERPRETATION:

From the above table no.1, 32.4% of the respondents are 'Male' and 67.6% of the respondents are 'Female'. The result inferred that majority (67.6%) of the respondents are 'Female' only.

Table No. 2

Table showing the respondents in Type of College wise

Type of College	Frequency	Percent
Government	47	8.9
Govt.Aided	158	30.0
Private	322	61.1
Total	527	100.0

Source: Primary Data**INTERPRETATION:**

From the above table no.2, 8.9% of the respondents are from 'Government College', 30% of the respondents are from 'Government Aided' college and the remaining 61.1% of the respondents are from 'Private college'. The result inferred that majority (61.1%) of the respondents are from 'Private college' only.

Hypothesis: 1

There is no significant difference between the Gender and Personal leadership behaviour among B.Ed. college students

Table No. 3 - 't' values between the Gender and Personal leadership behaviour among B.Ed. college students

Gender and Personal Leadership

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Personal Leadership	Male	171	34.1579	10.88408	-1.310	525	.191
	Female	356	35.3989	8.53417			

(The table value of t-value (two-tailed): +/- 1.964493 at 0.05 significant level for the degrees of freedom 525)

Inference:

From the table no. 3, the calculated p-value (significant 2-tailed) between Gender and Personal leadership behaviour among B.Ed. college students is 0.191 which is greater than 0.05 at 5% level of significance. As a result, the null hypothesis is accepted, and it is concluded that there is no significant difference between the Gender and Personal leadership behaviour among B.Ed. college students

According to the results, the mean value of female B.Ed. college students is 35.39, while the mean value of male B.Ed. college students is 34.15. When comparing gender mean values, it could be observed that female B.Ed. college students had a marginally higher personal leadership behaviour which might reflect the slackening of patriarchal societal conditioning.

Hypothesis: 2

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There is no significant difference between the Gender and Group leadership behaviour among B.Ed. college students

Table No.4 - 't' values between the Gender and Group leadership behaviour among B.Ed. college students

Gender and Group Leadership

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Group Leadership	Male	171	38.1813	7.23528	3.811	525	.000
	Female	356	35.3399	8.35951			

(The table value of t-value (two-tailed): +/- 1.964493 at 0.05 significant level for the degrees of freedom 525)

Inference:

From the table no. 4, the calculated p-value (significant 2-tailed) between Gender and Group leadership behaviour among B.Ed. college students is <0.01 which is less than 0.01 at 1% level of significance. As a result, the null hypothesis is rejected, and it is concluded that there is a significant difference between the Gender and group leadership behaviour among B.Ed. college students

According to the results, the mean value of Male B.Ed. college students is 38.18, while the mean value of female B.Ed. college students is 35.33. When comparing gender mean values, it could be observed that male B.Ed. college students had a marginally higher group leadership behaviour.

Hypothesis: 3

There is no significant difference between the Gender and overall Leadership behaviour among B.Ed. college students

Table No. 5 - 't' values between the Gender and overall Leadership behaviour among B.Ed. college students

Gender and overall Leadership Behaviour

	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Overall Leadership Behaviour	Male	171	72.3392	11.51120	1.461	525	.145
	Female	356	70.7388	11.89303			

(The table value of t-value (two-tailed): +/- 1.964493 at 0.05 significant level for the degrees of freedom 525)

Inference:

From the table no. 5, the calculated p-value (significant 2-tailed) between Gender and leadership behaviour among B.Ed. college students is 0.145 which is greater than 0.05 at 5% level of significance. As a result, the null hypothesis is accepted, and it is concluded that there is no significant difference between the Gender and overall leadership behaviour among B.Ed. college students

According to the results, the mean value of Male B.Ed. college students is 72.33, while the mean value of female B.Ed. college students is 70.73. When comparing gender mean values, it could be observed that male B.Ed. college students had a marginally higher leadership behaviour.

Hypothesis: 4

There is no significant difference between the Type of college and Personal Leadership behaviour among B.Ed. college students

Table No. 6 - 't' values between the Type of college and Personal Leadership behaviour among B.Ed. college students

Type of college and Personal Leadership

Type of College	N	Mean	Std. Deviation
Government	47	16.1064	2.08758
Govt.Aided	158	38.5949	4.19742
Private	322	35.9876	8.65971
Total	527	34.9962	9.36907

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19133.498	2	9566.749	185.401	.000
Within Groups	27038.494	524	51.600		
Total	46171.992	526			

Inference:

From the table no.6, the calculated p-value between type of college and Personal Leadership behaviour among B.Ed. college students is <0.001 which is lesser than 0.01 at 1% level of significance. As a result, the null hypothesis is rejected, and it is concluded that there is a significant difference between the Type of college and Personal Leadership behaviour among B.Ed. college students.

According to the results, the mean value of Government Aided B.Ed. College students is 38.59, while the mean value of Government B.Ed. College students is 16.1064. The mean value

of Private B.Ed. College Students is 16.1064. When comparing type of college mean values, it could be observed that Government Aided B.Ed. college students had a higher personal leadership behaviour.

Hypothesis: 5

There is no significant difference between the Type of college and Group Leadership behaviour among B.Ed. college students

Table No. 7 - 't' values between the Type of college and Group Leadership behaviour among B.Ed. college students

Type of college and Group Leadership

Type of College	N	Mean	Std. Deviation
Government	47	42.2766	7.80385
Govt.Aided	158	36.1392	7.46070
Private	322	35.4441	8.12317
Total	527	36.2619	8.11512

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1918.029	2	959.014	15.357	.000
Within Groups	32721.835	524	62.446		
Total	34639.863	526			

Inference:

From the table no.7, the calculated p-value between type of college and group Leadership behaviour among B.Ed. college students is <0.001 which is lesser than 0.01 at 1% level of significance. As a result, the null hypothesis is rejected, and it is concluded that there is a significant difference between the Type of college and group Leadership behaviour among B.Ed. college students.

According to the results, the mean value of Government B.Ed. College students is 42.27, while the mean value of Government Aided B.Ed. College students is 36.13. The mean value of Private B.Ed. College Students is 35.44. When comparing type of college mean values, it could be observed that Government college students had a higher group leadership behaviour.

Hypothesis: 6

There is no significant difference between the Type of college and Overall Leadership behaviour among B.Ed. college students

Table No. 7 - 't' values between the Type of college and Overall Leadership behaviour among B.Ed. college students

Type of college and Overall Leadership

Type of College	N	Mean	Std. Deviation
Government	47	58.3830	8.39915
Govt.Aided	158	74.7342	8.54171
Private	322	71.4317	12.30771
Total	527	71.2581	11.78345

ANOVA					
Overall Leadership	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9709.965	2	4854.982	40.174	.000
Within Groups	63324.939	524	120.849		
Total	73034.903	526			

Inference:

From the table no.7, the calculated p-value between type of college and overall Leadership behaviour among B.Ed. college students is <0.001 which is lesser than 0.01 at 1% level of significance. As a result, the null hypothesis is rejected, and it is concluded that there is a significant difference between the Type of college and overall Leadership behaviour among B.Ed. college students.

According to the results, the mean value of Government Aided B.Ed. College students is 74.73, while the mean value of Government B.Ed. College students is 58.38. The mean value of Private B.Ed. College Students is 71.43. When comparing type of college mean values, it could be observed that Government aided college students had a higher leadership behaviour.

5.0 DISCUSSION ON THE RESULTS:

Based on the analysis data, it could be observed that gender has no impact on personal leadership behaviour, but a significance is seen between gender and group leadership with males displaying better group leadership. However, no significance was observed between gender and overall leadership behaviour. Though males dominated in group leadership behaviour and overall leadership behaviour, females fared slightly better in personal leadership indicating an urge to break free of the patriarchal societal norms. It could be safely concluded that education has slackened the male domination in the indian society, and we can expect to see more and more women leaders in the coming future. A significant difference has been noted between type of

college and personal, group and overall leadership behaviour indicating that the type of institution has a substantial impact on leadership behaviour. Government aided college students fared better than government or private institutions as they get the advantages of both government and private colleges.

6.0 CONCLUSIONS:

Student leadership conduct is a vast canvas that may be impacted by a multitude of circumstances, and demographical considerations having a profound effect on the young brains of college students. The research examines the influence of demographic variables such as gender and institution type on the leadership behaviour of B.Ed. college students. The research is a constituent of a comprehensive survey comprising 527 students from a variety of government, government-aided, and private institutions of higher education. The outcomes of the research indicate that there is no gender bias in the personal leadership of B.Ed. college students, but that gender influences group leadership and overall leadership behaviour. Similarly, government-aided college students had superior personal, group, and overall leadership qualities compared to those attending private or government institutions. The institutional environment has a key role in fostering leadership qualities in pupils. Government-aided institutions provide funding, facilities, and faculty comparable to government colleges and are also result-oriented like private colleges, giving them an advantage over other colleges. It is proposed that educational policymakers should concentrate on fostering leadership behaviour in college in addition to academics, since students' leadership qualities will have a significant impact in the real world.

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