

## Research Article

## Leadership Behavior among B.Ed Trainees

**Dr. M. Leonard Ashok**

Principal, CMS College of Education,  
Ganapathy, Coimbatore, Tamilnadu, India

### ABSTRACT

A leader is one who selects, equips, trains, and influences one or more followers who have diverse gifts, abilities, skills and focuses the followers to the organization's mission and objectives causing the followers to willingly and enthusiastically expand spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. A good teacher is always a good leader. This paper is an attempt to study the leadership behavior of the B.Ed. trainees. 1000 B.Ed. trainees from thirteen colleges in Coimbatore district have been selected as sample. Leadership behaviour rating scale constructed by Sathiya Sivagirirajan (2008) is used as the tool to find the leadership behaviour of the B.Ed. trainees. The study reveals that the leadership behavior of the B.Ed. trainees is moderate. Also there is significant difference in the leadership behavior of the B.Ed. trainees based on the gender and age.

**Keywords:** Leadership Behaviour, B.Ed. Trainees, Teacher Education, Leadership Behaviour Rating Scale. Gender Differences, Age Differences

### INTRODUCTION

Leadership is one of the most complex human behaviours. Sociologists, psychologists, strategists, historians, and business analysts have made significant progress in learning about leadership, there remains no single universally accepted formula for creating a great leader. Although leadership has been conceptualized from various perspectives, according to Northouse (2010) central to all the conceptualizations are the following characteristics:

- Leadership is a process that involves influence; and
- Leadership occurs in groups and involves common goals and purpose.

The leader achieves this same state for his/her own self as a leader, as he/she seeks personal growth, renewal, regeneration, and increased stamina-mental, physical, emotional, and

spiritual-through the leader-follower interactions. The leader recognizes the diversity of the followers and achieves unity of common values and directions without destroying the uniqueness of the person. The leader accomplishes this through innovative flexible means of education, training, support, and protection that provide each follower with what the follower needs within the reason and scope of the organization's resources and accommodations relative to the value of accomplishing the organization's objectives and the growth of the follower. The leader, in this process of leading, enables the followers to be innovative as well as self-directed within the scope of individual-follower assignments and allows the followers to learn from his/her/their own, as well as others' successes, mistakes, and failures along the process of completing the organization's objectives. The leader accomplishes this by building credibility and trust with the followers through interaction and feedback to and with the followers that shapes the followers' values, attitudes, and behaviors towards risk, failure, and success. In doing this, the leader builds the followers' sense of self worth and self-efficacy such that both the leader and followers are willing and ready to take calculated risks in making decisions to meet the organization's goals/objectives and through repeated process steps of risk-taking and decision-making the leader and followers together change the organization to best accomplish the organization's objectives.

### **Objectives**

- To assess the level of leadership behavior among B.Ed. trainees
- To find whether there is any significant difference in the level of leadership behavior among B.Ed. trainees based on their gender, locality and age.

### **Methodology**

Descriptive survey design is adopted using simple random sampling technique. 1000 B.Ed. trainees from thirteen colleges in Coimbatore district have been selected as sample. Leadership behaviour rating scale constructed by Sathiya Sivagirirajan (2008) is used as the tool to find the leadership behaviour of the B.Ed. trainees. Mean, Standard deviation, Percentage analysis, t test and F test were the statistical techniques adopted for the study.

## Findings and Discussion

### Research Question: 1

**Is there an existence of moderate level of leadership behavior among B.Ed. trainees?**

**Percentage Analysis of Low, Moderate and High levels of Leadership Behaviour of the selected B.Ed. trainees**

VARIABLE	LOW		MODERATE		HIGH	
	F	%	F	%	F	%
Leadership Behaviour	210	21.0%	676	67.6%	114	11.4%

**S- Significant at 0.05 level**

**NS- Not significant at 0.05 level**

The results given in the above table shows the frequency and the percentage difference in the leadership behaviour among B.Ed. trainees. According to the table 21% of the B.Ed. trainees belong to low level of leadership behaviour, 67.6% of the B.Ed. trainees belong to moderate level of leadership behaviour and 11.4% of the B.Ed. trainees belong to high level of leadership behaviour. It is found that the majority of B.Ed. trainees have moderate level of leadership behaviour. Hence it is inferred that the level of Leadership behaviour among B.Ed. trainees is moderate.

### Research Question: 2

Is there any significant difference in leadership behaviour among B.Ed. trainees based on gender?

**Computation of value of leadership behaviour mean scores of B.Ed. trainees between the groups based on their gender**

S.No.	Sex	N	Mean	SD	T. value	P. value	Result
1	Male	91	62.73	9.678	7.965	.000	S
2	Female	909	74.99	14.367			

**S- Significant at 0.05 level**

**NS- Not significant at 0.05 level**

The above table shows the t-value of the leadership behavior between male and female B.Ed. trainees. The t- value of the table is statistically significant at the 0.05 levels. Hence it

can be concluded that there is significant mean score difference in leadership behavior between male and female B.Ed., trainees. Further the mean score reveals that females (74.99) possess better leadership behavior than males (62.73).

### **Research Question: 3**

Is there any significant difference in leadership behavior among B.Ed. trainees based on locality?

#### **Computation of value of leadership behaviour mean scores of B.Ed. trainees between the groups based on their locality**

S.No.	Locality	N	Mean	SD	T. value	P. value	Result
1	Urban	434	73.47	14.329	0.791	.429	NS
2	Rural	566	74.19	14.530			

**S- Significant at 0.05 level**

**NS- Not significant at 0.05 level**

The above table shows the t-value of the leadership behavior between urban and rural B.Ed trainees. The t-value of the table is not statistically significant at the 0.05 levels. Hence it is inferred that there is no significant mean score difference in leadership behavior between urban and rural B.Ed., trainees.

### **Research Question: 4**

Is there any significant difference in leadership behavior among B.Ed. trainees based on age?

#### **Evaluation of Mean and Standard Deviation of Leadership Behaviour among B. Ed. trainees based on their age**

S.No.	Age	N	Mean	SD
1	Below 25	779	75.12	14.314
2	25- 30	171	67.66	13.500
3	Above 30	80	75.84	14.230

**S- Significant at 0.05 level**

**NS- Not significant at 0.05 level**

The result given in the table shows the F - Ratio of B.Ed. trainee's leadership behaviour between the groups based on their age. The f-value of the table is statistically significant at the 0. 05 levels. So it is inferred that there is significant difference in the B.Ed. trainees leadership based on their age.

**Scheffe's Post Hoc Multiple Comparisons in leadership behaviour between the groups based on age among selected B. Ed. Trainees.**

S.No.	Age Specification {I)	(J) Groups	Mean Difference (1-J)
1	Below 25	25- 30	7.456*
		Above 30	-.723
2	25 - 30	Below 25	-7.456*
		Above 30	-8.179*
3	Above 30	Below 25	.723
		25- 30	8.179*

\*. The mean difference is significant at the 0.05 level.

The result given in this table (Scheffe's Multiple Comparisons table) shows which groups differed from each other. We can see from the above table that there is a significant difference in Leadership Behaviour between the age group below 25 and the age group 25-30, as well as between the age group above 30 and the age group 25-30 at 0.05 level of significance. However, there were no differences between the age groups below 25 and above 30.

### Conclusion

The study reveals that the leadership behavior of the B.Ed. trainees is moderate. Also there is significant difference in the leadership behavior of the B.Ed. trainees based on the gender and age. But there is no significant difference in the leadership behavior of the B.Ed. trainees based on their locality. This study has been evolved with a wider scope of studying the field of education. The scope therefore encompasses an impact on various student teacher development areas.

### REFERENCES

- ♣ Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, (Winter):
- ♣ Burns, J.M. Row (1978), *Leadership* Newyork, Harper and Row.
- ♣ Fiedler, F. E. *A theory of leadership effectiveness*. New York: McGraw-Hill, 1967.
- ♣ Handy, C. (1992) The language of leadership. In M. Syrett and C. Hogg (eds) *Frontiers of Leadership*, Blackwell, Oxford.
- ♣ Northouse - Leadership: Theory and Practice - Thousand Oaks - Sage Publications – 2010 - 5th Ed.