

prospective teachers with regard to gender, marital status, residence type and locality of institution.

- To study the relationship between self-concept and leadership style of prospective teachers.

HYPOTHESES

1. There is no significant difference in leadership style of prospective teachers based on gender.
2. There is no significant difference in leadership style of prospective teachers based on marital status.
3. There is no significant difference in leadership style of prospective teachers based on residence type.
4. There is no significant difference in leadership style of prospective teachers based on locality of institution.
5. There is no significant difference in self-concept of prospective teachers based on gender.
6. There is no significant difference in self-concept of prospective teachers based on marital status.
7. There is no significant difference in self-concept of prospective teachers based on residence type.
8. There is no significant difference in self-concept of prospective teachers based on locality of institution.
9. There is no significant relationship between self concept and leadership style of prospective teachers.

METHODOLOGY

Survey method was used for the study. The total population includes B.Ed. students studying in colleges of education in Kancheepuram District. A simple random sample of 300 student-teachers from 9 colleges of Education in Kancheepuram District was chosen.

ANALYSIS OF DATA

Table 1: Leadership Style of Prospective Teachers with respect to Gender

Gender	N	Mean	SD	t-value	Remark
Male	56	102.38	11.517	3.492	Significant
Female	244	108.43	12.519		

Significant at 0.01 level (Hypothesis-1 is rejected).

Table 2: Leadership Style of Prospective Teachers with respect to Marital Status

Marital Status	N	Mean	SD	t-value	Remark
Married	62	106.37	15.661	0.553	Not Significant
Unmarried	238	107.55	11.624		

Not Significant at 0.05 level (Hypothesis-2 is accepted).

Table 3: Leadership Style of Prospective Teachers with respect to Residence Type

Residence Type	N	Mean	SD	t-value	Remark
Hostel	12	102.75	10.922	1.464	Not Significant
Day Scholar	288	107.49	12.588		

Not Significant at 0.05 level (Hypothesis-3 is accepted).

Table 4: Leadership Style of Prospective Teachers with respect to Locality of the Institution

Locality of the Institution	N	Mean	SD	t-value	Remark
Rural	219	107.56	12.992	0.625	Not Significant
Urban	81	106.60	11.293		

Not Significant at 0.05 level (Hypothesis-4 is accepted).

Table 5: Self-concept of Prospective Teachers with respect to Gender

Gender	N	Mean	SD	t-value	Remark
Male	56	165.09	13.111	2.697	Significant
Female	244	170.97	20.258		

Significant at 0.01 level (Hypothesis-5 is rejected).

Table 6: Self-concept of Prospective Teachers with respect to Marital Status

Category	N	Mean	SD	t-value	Remark
Married	62	172.87	19.714	1.355	Not Significant
Unmarried	238	169.09	19.087		

Not Significant at 0.05 level (Hypothesis-6 is accepted).

Table 7: Self-concept of Prospective Teachers with respect to Residence Type

Residence Type	N	Mean	SD	t-value	Remark
Hostel	12	162.83	10.188	2.322	Significant
Day Scholar	288	170.16	19.487		

Significant at 0.05 level (Hypothesis-7 is rejected).

Table 8: Self-concept of Prospective Teachers with respect to Locality of the Institution

Locality of the Institution	N	Mean	SD	t-value	Remark
Rural	219	169.83	18.468	0.054	Not Significant
Urban	81	169.98	21.330		

Not Significant at 0.05 level (Hypothesis-8 is accepted).

Table 9: Relationship between Self-concept and Leadership Style of Prospective Teachers

Self-concept vs. Leadership Style	N	df	'r'	Remark
	300	298	0.249	Significant

Significant at 5% level (Hypothesis-9 is rejected).

FINDINGS

- There is significant difference exists in leadership style of prospective teachers based on gender.
- There is no significant difference exists in leadership style of prospective teachers based on marital status, residence type and locality of the institution.
- There is significant difference exists in self-concept of prospective teachers in terms of gender and residence type.
- There is no significant difference exists in self-concept of prospective teachers in terms of marital status and locality of the institution.
- There exists positive relationship between self-concept and leadership style of prospective teachers.

DISCUSSION

Prospective teachers those are day scholars are having high mean value than who are staying at hostel in terms of self-concept. Usually the prospective teachers those are day scholars having lot of time to spend in the outside of the classroom. They are having lot of exposures for their development. So they have ample opportunities to exhibit their talents and abilities, to discuss their views in order to get social recognition and acceptance from their friends.

The female prospective teachers are having more mean value than their counterparts in terms of leadership style and self-concept. This is because of the fact that female prospective teachers are having lot of responsibilities in home as well as in other places than male prospective teachers.

CONCLUSION

The present study revealed that there is significant relationship between self-concept and leadership style of prospective teachers. Assisting students to improve their self-concept is increasingly recognized as an important goal of education. Hence, all the authorities concerned to take positive measures to enhance the leadership style of prospective teachers, so that they will become excellent and effective teachers in near future.

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