### **REVIEW OF RESEARCH**





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# SELF-CONCEPT AND LEADERSHIP STYLE OF PROSPECTIVE TEACHERS

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#### **ABSTRACT:**

The purpose of this study was to find out the relationship between self-concept and leadership style of prospective teachers. The sample consisted of 300 B.Ed. students in Kancheepuram district. Self-made tools were used for the study. Data was analysed using t-test and r-value. Result showed that there is positive relationship between self-

concept and leadership style of prospective teachers.

**KEYWORDS**: Self-concept, Leadership Style, Prospective Teachers.

#### **INTRODUCTION:**

Leadership can have farreaching effect on the zeal and activities of the group and can promote or retard activities in administrations, battlefield, and industries. Groups and organizations of all sorts are liable to survive and succeed only under an effective leadership. Under poor leadership, performance of a group or that of an organization can be poor. Managerial abilities and military campaigns have succeeded under creative generalship that has been made available to groups and organizations from time to time. During the last fifty years, the concern with leadership has become more prominent

because of the increased demand for creative talent in every sphere of life. Modern organizations and societies have grown more complex. Highly skilled leadership in society is very much, therefore, required.

## NEED AND SIGNIFICANCE OF THE STUDY

The influence of some select psychological factors such as self-concept, emotional intelligence, and self esteem on leadership style of human being has caused many changes in the society. Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts towards goal setting and goal activeness. Leadership style plays a vital role in deciding the personality of an individual. There are many factors which influence the leadership style of

an individual. Some are sociological factors, some are psychological factors. This study gives more concern to the psychological factors. Among the various psychological factors self-concept plays an important role in the leadership style of an individual. The prospective teachers are the pillars of a future nation. They must have the the awareness about influence of self-concept on the leadership style. They are in the position to influence and affect the values of leadership among the students. The knowledge of awareness is an important task of a teacher. It helps to face the challenges in job and life. Hence the present study is taken up.

#### **OBJECTIVES OF THE STUDY**

• To find out the significant difference in leadership style and self-concept of

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	Ν	Mean	SD	t-value	Remark	
Male	56	102.38	11.517	3.492	Significant	
Female	244	108.43	12.519	5.492	Significant	

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

Table 2: Leadershi	ip Style of Pros	pective Teachers with res	pect to Marital Status
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Marital Status	Ν	Mean	SD	t-value	Remark
Married	62	106.37	15.661	0 5 5 2	Not Cignificant
Unmarried	238	107.55	11.624	0.553	Not Significant
Not Significant at 0.05 level (Umothogia 2 is accorted)					

*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 4 6 4	Not Significant	
Day Scholar	288	107.49	12.588	1.464	Not Significant	

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	Ν	Mean	SD	t-value	Remark
Rural	219	107.56	12.992	0.625	Not Cignificant
Urban	81	106.60	11.293	0.625	Not Significant
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Not Significant at 0.05 level (Hypothesis-4 is accepted).

Table 5: Self-concept of Prospective Teachers with respect to Gender						
Gender	Ν	Mean	SD	t-value	Remark	
Male	56	165.09	13.111	2 (07	Significant	
Female	244	170.97	20.258	2.697	Significant	

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

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

Category	Ν	Mean	SD	t-value	Remark
Married	62	172.87	19.714	1 255	Not Significant
Unmarried	238	169.09	19.087	1.355	Not Significant

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

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

Residence Type	Ν	Mean	SD	t-value	Remark
Hostel	12	162.83	10.188	2 2 2 2	Cimificant
Day Scholar	288	170.16	19.487	- 2.322	Significant
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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	Ν	Mean	SD	t-value	Remark
Rural	219	169.83	18.468	0.054	Not Cignificant
Urban	81	169.98	21.330	0.054	Not Significant

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

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

Solf concent va Londorshin Style		N	df	'r'	Remark	
Self-concept vs. Leadership Style		300	298	0.249	Significant	
	. 220. //					

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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