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**RESEARCH ARTICLE**

**A STUDY OF LEADERSHIP STYLE AMONG STUDENTS OF HIGHSCHOOL  
OF AGRA DISTRICT**

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**ABSTRACT**

The current study aimed at finding out the gender difference in leadership style among educator. The investigator were used descriptive research method in the present study, In this phase, 200 students of highschool (100 male and 100 female) will be selected through stratified random method from the higher educational institutes and educational institutes will be selected through purposive method of sampling from agra. The tool used in the study was the Revised Version of Leadership Behaviour Description Questionnaire (Sergiovanni, Metzues and Burden, 1969). The Questionnaire was administered to the students of highschool by uniform instructions. The data was analyzed using mean, SD, and 't' ratio statistics. The findings of the study reveal that male students of highschool have more 'concern for task' leadership style and the female students of highschool have more 'concern for people' leadership style compared to their counterparts.

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**INTRODUCTION**

Leadership can be distinct while the method all the way through which one member of a group influences new group members towards realization of common group goals. In other words, human being a leader involves influence the group members more than person subjective through them towards attainment of group goals. The social structure of leadership function to reinforce existing social beliefs and structures about the necessity of hierarchy and leaders in the organizations. As well authority, leadership has been definite in terms of group processes, traits, observance, exacting behaviours, influence, control, goal, success, communication, role demarcation, set up of structure and combination of two or more of these (Luthans, 2001).

Leadership studies contain exposed the prosperity of information which an personality be able to put into practice, to improve the working of an association. Therefore the suitable behaviour of a human being in the leader role is called leadership. A good leader has the functions of establish and communicating apparition; installing and instilling arrogance. Leadership becomes the majority successful while there are planned tasks; strong leaders, acceptance power; and associate reception of the leader in that group (Luthans, 2001). Studies illustrate that gender influences on leadership in unusual conduct. There is a masculine form of executive

characterize by traits such as competitiveness, hierarchical influence, elevated organize intended for the organizer and impassive and investigative problem solving. Women desire and tend to perform in provisos of an substitute female leadership reproduction characterized by cooperativeness, collaboration of managers and subordinates, lower control for the leader, and problem solving based on situations and empathy as well as rationality (Loden, 1985).

Males are found to have more autocratic leadership style compared to females (Luthar, 1996). Consistent with sex stereotypic expectation about a different aspect of leadership style, the tendency to lead democratically or autocratically, women tend to adopt a more democratic or participative style and a less autocratic or directive style than men did (Eagly and Johnson, 1990). But contrary to the notions about sex specialization in leadership style, women leaders appear to behave in similar fashion to their male colleagues (Nivea and Gutek, 1981). The preponderance of available evidence is that no consistently clear pattern of difference can be discerned in the supervisory style of female as compared to male leaders (Bass, 1981). In view of the above considerations the present investigation sets the following objectives for the present study.

1. To study the leadership styles among students of highschool of agra district.

2. To find out the gender difference in leadership dimensions viz., ‘concern for task’ and ‘concern for people’ among students of highschool.
3. To identify Different types of leaderships

**Hypotheses of the study**

1. Male and female students of highschool will significantly differ in ‘concern for task’ leadership style.
2. Male and female students of highschool will significantly differ in ‘concern for people’ leadership style.

**METHODOLOGY**

**Sample**

The investigator were used descriptive research method in the present study, In this phase, 200 students of highschool (100 male and 100 female) will be selected through stratified random method from the higher educational institutes and educational institutes will be selected through purposive method of sampling from agra.

**Tool**

The Revised Version of Leadership Behaviour Description Questionnaire (Sergiovanni, Metzues and Burden, 1969) consisting of 35 items with five point scale answer format was adopted and the same was individually administered to the subjects.

**RESULT AND DISCUSSION**

The collected data was analyzed using mean, Standard Deviation, and ‘t’ ratio and the results are shown in the table 1 and table 2.

**Table 1** show the male and female differences in concern for task leadership style

Sex	No	Mean	Standerd deviation	Mean Difference	Standard Error	‘t’ Ratio
Male	100	11.24	2.82			
Female	100	13.48	2.86	0.76	0.08	8.5**

\*\* Significant at <0.01 level

**Table 2** Show the male and female differences in concern for people leadership style

Sex	No	Mean	Standerd deviation	Mean Difference	Standard Error	‘t’ Ratio
Male	100	6.32	1.81			
Female	100	6.96	2.24	0.64	0.05	11.8**

\*\* Significant at <0.01 level

Results from the above Table 1 show that schoo males students of highschool compared to females students of highschool generally are found to have more ‘concern for task’ leadership style. Results from table 2 show that females students of highschool have more ‘concern for people’ leadership style compared to their counterparts. The findings confirm the hypotheses of the present study.

Also the findings confirm the conclusions of previous studies (Sargent, 1981; Henning and Jardin, 1977; London, 1985) on gender and leadership concerns and reject the findings that conclude that there is no gender difference in leadership styles (Bass, 1981; Nieva and Gutek 1981). The findings of the present study support the view that there is a gender stereotype operating among males students of highschool that they should have more concern for task and among females students of highschool that they should have more concern for people, typical of Indian culture.

These differences may be ascribed to personality behavior acquired in untimely socializations, mainly during reverse male students of highschool and female students of highschool resolution of the Oedipus complex (Hennig and Jardin, 1977). The differences of the persons may also play an significant role in their leadership style. Further studies are needed to identify the role of male femininity and androgyny their manipulate on leadership dimension of ‘concern for task’ and ‘concern for people’ among students of highschool

**CONCLUSION**

Males students of highschool show more tendencies towards ‘concern for task’ type of leadership; and females students of highschool show ‘concern for people’ type of leadership.

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