



SHAPING TOMORROW'S LEADERS: ANALYSIS OF LEADERSHIP STYLES AMONG B.ED TRAINEES

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This study investigates leadership styles among 100 B.Ed trainees at Thiagarajar College of Preceptors, Madurai. Utilizing the Multifactor Leadership Questionnaire (MLQ), the research examines the prevalence of Authoritarian leadership, Democratic leadership, and laissez-faire leadership styles. Demographic variables including gender, locality, age, and pedagogy subject were analyzed to determine their influence on leadership preferences. Results indicate a predominance of authoritarian leadership traits among the trainees, with significant variations based on gender and pedagogy subject. The findings suggest important implications for teacher education programs in fostering effective leadership skills among future educators.

Keywords: Leadership Styles, B.Ed Trainees, Authoritarian Leadership, Democratic Leadership, Laissez-Faire Leadership, Teacher Education.



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1. INTRODUCTION

Effective leadership in education is crucial for shaping future generations and improving educational outcomes. As prospective teachers, B.Ed trainees represent the future of educational leadership, and understanding their leadership styles can provide valuable insights into the effectiveness of teacher education programs and identify areas for improvement.

This study focuses on B.Ed trainees at Thiagarajar College of Preceptors in Madurai, examining their leadership styles through the lens of the Full Range Leadership Model. By analyzing the prevalence of Authoritarian leadership, Democratic leadership, and laissez-faire

leadership styles among these trainees, we aim to contribute to the growing body of knowledge on educational leadership and inform teacher training practices.

The Full Range Leadership Model, developed by **Bass and Avolio (1994)**, provides a comprehensive framework for understanding leadership behaviors. Authoritarian leadership, characterized by inspirational motivation, intellectual stimulation, and individualized consideration, has been associated with positive outcomes in educational settings. Democratic leadership, focused on exchanges between leaders and followers can be effective in certain contexts. Laissez-faire leadership, or the absence of

leadership, is generally considered the least effective style.

By examining the leadership preferences of B.Ed trainees and the factors influencing these preferences, this study seeks to provide insights that can enhance leadership development in teacher education programs and ultimately improve the quality of education.

2. REVIEW OF RELATED LITERATURE

Bass and Avolio (1994) introduced the Full Range Leadership Model, categorizing leadership styles into Authoritarian leadership, Democratic leadership, and laissez-faire. This model has become a cornerstone in leadership research, providing a comprehensive framework for understanding leadership behaviors across various contexts, including education.

Leithwood and Jantzi (2000) conducted a study in elementary and secondary schools, finding that authoritarian leadership positively impacts student engagement and organizational conditions. Their research highlighted the importance of authoritarian leadership practices in educational settings, demonstrating its potential to enhance school effectiveness.

Pounder (2006) explored the application of authoritarian leadership in classroom settings. The study found that teachers exhibiting authoritarian leadership traits were perceived as more effective by their students. This research underscores the relevance of authoritarian leadership not only at the administrative level but also in day-to-day classroom interactions.

Çelik and Koşar (2015) conducted a study on leadership styles among pre-service teachers in Turkey. Their findings revealed a preference for authoritarian leadership traits among teacher candidates. This research provides a valuable comparison point for our study, offering insights into leadership preferences among prospective teachers in a different cultural context.

Harris et al. (2019) emphasized the importance of developing leadership skills in teacher education programs. Their work highlights the need to prepare future educational leaders not only in pedagogical skills but also in effective leadership practices. This research supports the rationale for our study, emphasizing the importance of understanding and developing leadership skills among B.Ed trainees.

3. OBJECTIVES

- To assess the prevalence of Authoritarian leadership, Democratic leadership, and laissez-faire leadership styles among B.Ed trainees at Thiagarajar College of Preceptors, Madurai.
- To examine the relationship between demographic variables (gender, locality, age, pedagogy subject) and leadership styles among the trainees.
- To identify potential areas for improvement in leadership development within teacher education programs based on the findings.

4. NULL HYPOTHESES

- There is no significant difference in leadership styles based on gender among B.Ed trainees.
- There is no significant difference in leadership styles based on locality (rural/urban) among B.Ed trainees.
- There is no significant correlation between age and leadership styles among B.Ed trainees.
- There is no significant difference in leadership styles based on pedagogy subject among B.Ed trainees.

5. METHODOLOGY

5.1. Sample: The study included 100 B.Ed trainees from Thiagarajar College of Preceptors, Madurai. This sample size was chosen to provide a representative cross-section of the trainee population while remaining manageable for data collection and analysis.

5.2. Sampling method: Stratified random sampling was employed to ensure representation across different demographic categories. The population was divided into strata based on gender, locality, age groups, and pedagogy subjects, with participants randomly selected from each stratum.

5.3. Tool: The Multi factor Leadership Questionnaire (MLQ) Form 5X-Short was used to assess leadership styles. This widely-validated instrument measures the full range of leadership behaviors, including Authoritarian leadership, Democratic leadership, and laissez-faire styles.

5.4. Data collection: Participants completed the MLQ along with a demographic information form. The questionnaires were

administered in a controlled setting to ensure data integrity.

5.5. Data analysis: Descriptive statistics were used to summarize the prevalence of leadership styles. Inferential statistics, including t-tests, ANOVA, and Pearson correlation, were employed to test the null hypotheses and examine relationships between variables.

6. STATISTICAL ANALYSIS

6.1. Prevalence of Leadership Styles:

Table-1: Descriptive Statistics of Leadership Styles

Leadership Style	Prevalence (%)	Mean Score	Standard Deviation
Authoritarian leadership	60%	3.7	0.6
Democratic leadership	30%	2.9	0.5
Laissez-faire	10%	1.8	0.7

6.2. Gender Differences:

Table-2: T-Test Results for Gender Differences in Authoritarian leadership

Gender	N	Mean	SD	t	df	p-value
Female	55	3.8	0.6	2.45	98	0.016
Male	45	3.4	0.7			

Table 2 shows a statistically significant difference in transformational leadership scores between female and male trainees ($t(98) = 2.45, p = 0.016$). Female trainees ($M = 3.8, SD = 0.6$) scored higher than male trainees ($M = 3.4, SD = 0.7$). This indicates that female B.Ed trainees in this sample demonstrate stronger

transformational leadership traits compared to their male counterparts. This difference is statistically significant and warrants further investigation into the factors contributing to this gender disparity.

6.3. Locality Differences:

Table-3: T-Test Results for Locality Differences in Authoritarian leadership

Locality	N	Mean	SD	t	df	p-value
Rural	42	3.6	0.6	1.32	98	0.190
Urban	58	3.7	0.5			

The above table results reveals no statistically significant difference in transformational leadership scores between rural

and urban trainees ($t(98) = 1.32, p = 0.190$). Rural trainees: $M = 3.6, SD = 0.6$, Urban trainees: $M = 3.7, SD = 0.5$. The lack of significant difference suggests

that the urban or rural background of the trainees does not substantially influence their transformational leadership tendencies. This could indicate that the teacher education program effectively bridges any potential gaps between urban and rural trainees in terms of leadership development.

6.4. Age Correlation:

Table-4: Pearson Correlation between Age and Authoritarian leadership Score

Variable	Correlation Coefficient (r)	p-value
Age	0.18	0.073

It shows a weak positive correlation between age and transformational leadership scores ($r = 0.18$, $p = 0.073$). While there is a slight tendency for transformational leadership scores to increase with age, this relationship is not statistically significant. This suggests that age may not be a crucial factor in determining leadership style preferences among the trainees in this sample.

6.5. Pedagogy Subject Differences

Table-5: ANOVA Results for Pedagogy Subject Differences in Authoritarian leadership

Source	SS	df	MS	F	p-value
Between Groups	3.42	3	1.14	3.76	0.013
Within Groups	29.18	96	0.30		
Total	32.60	99			

Table 5 (ANOVA results) indicates a statistically significant difference in transformational leadership scores based on pedagogy subjects ($F(3, 96) = 3.76$, $p = 0.013$).

Table-6: Descriptive Statistics for Authoritarian leadership by Pedagogy Subject

Subject	N	Mean	SD
Language	25	3.9	0.5
Science	30	3.6	0.6
Mathematics	25	3.5	0.7
Social Studies	20	3.7	0.5

We can see the mean scores for each subject: Language: $M = 3.9$, $SD = 0.5$, Science: $M = 3.6$, $SD = 0.6$, Mathematics: $M = 3.5$, $SD = 0.7$, Social Studies: $M = 3.7$, $SD = 0.5$

These results suggest that the choice of pedagogy subject is associated with differences in transformational leadership tendencies. Language teachers demonstrate the highest transformational leadership scores, significantly different from mathematics teachers. This could be related to the nature of language instruction, which often involves more interactive and engaging teaching methods.

Table-7: Post-hoc Tukey HSD Test Results for Pedagogy Subject Differences

Comparison	Mean Difference	p-value
Language - Mathematics	0.4	0.024
Language - Science	0.3	0.142
Language - Social Studies	0.2	0.513
Science - Mathematics	0.1	0.872
Science - Social Studies	0.1	0.938
Mathematics - Social Studies	0.2	0.687

(Post-hoc Tukey HSD Test) reveals that the significant difference is specifically between Language and Mathematics groups (Mean Difference = 0.4, $p = 0.024$).

7. MAJOR FINDINGS

- Authoritarian leadership is the predominant style among B.Ed trainees, with 60% showing a preference for this approach.
- Female trainees exhibit significantly stronger Authoritarian leadership traits than male trainees ($p < 0.05$).
- Pedagogy subject influences leadership style, with language teachers showing the highest Authoritarian leadership scores, significantly different from mathematics teachers ($p < 0.05$).
- Locality (rural/urban background) does not significantly impact leadership styles among the sampled trainees.
- Age shows a weak positive correlation with Authoritarian leadership scores, but this relationship is not statistically significant.

8. DISCUSSION

The prevalence of Authoritarian leadership traits among B.Ed trainees is an encouraging finding, as this style has been associated with positive educational outcomes in previous research ([Leithwood & Jantzi, 2000](#); [Pounder, 2006](#)). The preference for Authoritarian leadership suggests that these future teachers may be well-equipped to inspire and motivate their students, fostering a positive learning environment.

The gender difference in leadership styles aligns with some previous research ([e.g., Eagly et al., 2003](#)) but warrants further investigation in the context of teacher education. It raises questions about the factors contributing to this difference and whether teacher education programs should address these disparities to ensure all trainees develop strong leadership skills.

The influence of pedagogy subject on leadership style is an interesting finding that could inform curriculum design in teacher education programs. The higher Authoritarian leadership scores among language teachers might be attributed to the interactive nature of language instruction, which often involves more student engagement and creative teaching methods. This

suggests that incorporating more interactive and student-centered approaches across all subjects could enhance leadership development.

The lack of significant differences based on locality is a positive finding, suggesting that the teacher education program at Thiagarajar College of Preceptors may be effective in providing equal leadership development opportunities for trainees from both rural and urban backgrounds.

While age did not significantly correlate with leadership styles in this study, the weak positive relationship observed might warrant further investigation with a larger sample size or a more diverse age range.

9. CONCLUSION

This study provides valuable insights into the leadership styles of prospective teachers, highlighting the prominence of Authoritarian leadership and the influence of factors such as gender and pedagogy subject. These findings can inform teacher education programs in developing targeted leadership training initiatives. The preference for Authoritarian leadership among B.Ed trainees is promising, as it aligns with current understanding of effective educational leadership. However, the gender disparities and differences based on pedagogy subjects suggest areas for potential improvement in leadership development within teacher education programs. Future research should explore the long-term impact of these leadership styles on teaching effectiveness and student outcomes. Additionally, longitudinal studies tracking the evolution of leadership styles from teacher training through early career development could provide valuable insights into the stability and malleability of these traits. This study underscores the importance of leadership development in teacher education and provides a foundation for further research and program improvements aimed at cultivating effective educational leaders.

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