

LEADERSHIP BEHAVIOR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PARENTAL ENCOURAGEMENT

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Abstract:

The purpose of present study was to investigate the leadership behavior of senior secondary school students in relation to their parental encouragement. Data was collected from a sample of 200 senior secondary school students of rural and urban areas of Udhampur district of jammu and Kashmir. Standardized Leadership Behavior Scale by prof. Asha Hinger and Parental Encouragement Scale by Aggarwal were used as tools for assessing leadership behavior and parental encouragement respectively. Data was analyzed by using Karl Pearson coefficient of correlation t-test and linear regression technique. The main findings of the study were that there exists significant difference in the leadership behavior of rural and urban students, there exists a significant difference in parental encouragement of rural and urban students, there exists no significant difference in leadership behavior of boys and girls students, there exist no significant difference in parental encouragement of boys and girls students, there is positive correlation between leadership behavior and parental encouragement and parental encouragement was a significant predictor of leadership behavior.

Leadership is a process whereby an individual influence a group directs the organization in a way that makes it more cohesive for individuals to achieve a common goal. Leadership is a process by which a person influences others to accomplish some common interests and behaving in a manner directed and determined by him/her. Tannin bums & Wechsler states leadership as interpersonal influences exercised in a situation and directed towards the attainment of a specialized goals. Leadership behavior is a function of the leader, group acting together in various undersigned combination. Solly (2003) highlights enthusiasm, passion, inspiration and advocacy as leadership qualities. Whalley (2005) emphasises influence rather than authority as an important element of leadership. Leadership is “an attempt to affect the behaviour of others in a group without using the coercive form of power.

A leader is expected to act as an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning and evaluating techniques directed towards improvement of instructions in all areas and at all levels. Deblois (2000) explained that good leadership depends upon talent and commitment of the individual. Bernard asserted that leadership occurs when one group member modifies the motivation or competences of others on the group. Different people require different style of leadership .A person who lacks motivation requires a different approach than the one with a high degree of motivation. A leader must use his/ her judgement to decide the best course of action.

Leadership style is the manner and approach of providing directions, implementing plans and motivating people. Different leadership styles are the characteristics that critically define the leaders in an organization. There are a number of different approaches or 'styles' to leadership that are based on different assumptions and theories.

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The style that individuals use will be based on a combination of their beliefs, values and preferences, as well the organizational culture and norms, which would encourage some styles and discourage others. More specifically, dimensions of leadership style depict the way in which a leader attempts to influence the behaviour of subordinates, makes decisions regarding the direction of the group and maintains his or her balance between the goal attainment function and maintenance function of the group. Stodgill (1948) defined leadership as “the process of influencing the activities of an organized group towards goal setting and goal accomplishment”.

A psychological environment in which parents child relationship groom itself is very important for the proper development of the child and for the existence of cordial relationship which establishes a proper understanding and good development bonds between them. The effect of parents child relationship is noticed in all walks of life of a child his thinking, process, attitude, styles of socialization adopted value, personality characteristics and behavioral peculiarities. Parental encouragement plays a crucial role for child in cognitive development, fostering many potentialities and shaping personality of the child, effective parental encouragement is required for children for helping them to choose the occupation, to develop self- esteem and self-confidence and to help them to succeed in every walk of life. Kohl et al. (2000) found that parental education was positively related with parent-teacher contacts, the more educated were the parents, the greater was their encouragement in their child's education, better was the educational achievement of their children.

Parental encouragement is considered as a very important determinant in shaping and developing balanced personality of the children. Parental encouragement is one of the aspects of parent's treatment patterns. In encouragement, the parents help the child, guide him and coax him so that they may not feel disheartened the entire treatment may have many invidiously traits. But their contents and directions are the same to give encouragement to the child. It may be in the form of approval or it may be in the form of asking the child to modify his behavior. In case it creates avoidance behavior in the child that accounts to discouragement. Parental encouragement is of great significance in developing psychological as well as academic behavior, of a child. The present day society is based on competition in which everyone has tendency to perform as perfectly as possible. And here motivation encouragement and support of parents make him more confident and optimistic

Review of Literature

Kathleen (2001) Studied on parental involvement in student's homework. It is focused on understanding: why parents involved in their children's homework and how their homework involvement influences student's outcomes. Finding of this study were parent's involvement in students homework makes positive effect in academic achievement. Jeynes (2007) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that the influence of parental involvement overall was significant for secondary school children for both White and minority children.

Parental encouragement and support for learning activities at home and parental encouragement in school and classroom, have a positive impact on the behavior of the child. Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

High levels of parental encouragement have also been shown to be strongly related to increased students motivation. According to Gould, (1999), “The research all shows, they say, that children do better in school when their parents are involved Parental encouragement is a term to use to describe the various process of parental and community input to schooling, Parental activities to that provides assistance in the classroom or with behavioral activities at home and helpful in participation in decision making, governance and community, school relation and direct benefits on the learning outcomes for their children. William (2007) Studied on parental involvement and its impact on children. The study found that parental encouragement had positive effect on student’s attitude and social behavior. Parent encouragement supports students learning, behavior and attitudes. The parents must have access to opportunities that allows them to develop skills, knowledge and confidence required to undertake their parent ship role effectively. Nurturing of children is directly related with parents. Parent’s involvement implies how the parents involve themselves in developing the overall personality of the child. All parents have certain expectation, likes and dislikes and preference regarding how children should be handled, brought up and educated. This may be snapped according to parent’s concept of an ideal child. Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education.

Need and Justification of the Study

Today the life has become very complex and the students are facing cut throat competition in academic and in vocations, they should be able to face new challenges opened by globalization, for this it is very important that they should have the leadership qualities, parents encouragement play a vital role in developing leadership qualities among their children. In Indian context, the research on leadership behavior with regard to other psychological variables has been conducted, but very few studies were found to examine the association between leadership behavior and parental encouragement. The present study will investigate the influence of parental encouragement on leadership behavior of students. The findings of the present study will provide insight for finding various ways and means to develop leadership qualities among the students through parental encouragement.

Objectives

- To find out the difference in leadership behavior of senior secondary school students with respect to their locale
- To explore the difference in parental encouragement of senior secondary school students with respect to their locale
- To reveal the difference in leadership behavior of senior secondary school students with respect to their gender
- To explore the difference in parental encouragement of senior secondary school students with respect to their gender.
- To find out whether parental encouragement is a potential predictor of leadership behavior.

Hypotheses

- There exist no significant difference in leadership behavior of senior secondary school students of rural and urban areas,
- There exist no significant difference in leadership behavior of boys and girls,
- There exist no significant difference in parental encouragement of senior secondary school students of rural and urban areas,
- There exist no significant difference in parental encouragement of boys and girls,
- Parental encouragement and leadership behavior will share a significant relationship with each other and in regression analysis, parental encouragement will emerge as a significant predictor of criterion variance.

Methodology

For the present study descriptive survey method has been employed and a sample of 200 secondary stage students both boys and girls of senior secondary schools urban and rural areas of Udhampur district of Jammu and Kashmir was selected through purposive random sampling technique.

Table 1

The school name from where data collected

Name of schools	Boys	Girls	Total	Area
Government high secondary school Marta	25	25	50	Rural Area students
Government high secondary School Chowki	25	25	50	
Government high secondary School Ramnagar	25	25	50	
Government high secondary School Udhampur	25	25	50	Urban Area students

Tools used

Following tools were used by the investigator for collecting data:

Parental Encouragement Scale by Aggarwal (2003)

Leadership Behavior Scale by Dr. Asha Hinger (2004)

Statistical techniques employed

For analyzing the data t- test, Karl Pearson's coefficient of correlation, and linear regression analysis were used by the investigator.

Group comparison between rural and urban area students with respect to their Leadership Behavior

The first objective of the present study was to find out the difference in the leadership behavior of rural and urban senior school students for this purpose leadership scale by Dr. Asha Hinger was administered on 200 senior secondary school students of J&K. Data was analyzed by using t-test and results have been inserted in Table 2

Table 2

Group comparison between rural and urban area students with respect to their Leadership Behavior

Leadership behavior	Mean	SD	SED	't' value	Inference
Urban students	110.48	15.10	2.02	4.24	Significant
Rural students	101.9	13.55			

The careful scrutiny at the result inserted in Table 2 clearly reveals that mean scores of urban and rural school students are 110.48 and 101.9 respectively. Further calculated t-value came out to be 4.24 which is higher than tabulated value (2.60) at 0.01 level of significance which shows that 't' value is statistically significant. Thus the null hypothesis i.e. "There exist no significant difference in leadership behavior of senior secondary school students of rural and urban areas" stands 'rejected'. Which indicates that both urban and rural secondary school students differ significantly in relation to their leadership behavior. On comparing the results of mean scores it has been found that urban area students score high on leadership behavior as compared to their counterpart. This may be due to the reason that urban area parents and educators provide interactive and challenging activities and opportunities that allow students to develop qualities such as determination, focus, decisiveness, time management, social confidence and self-discipline which are important for developing leadership skills.

Group comparison of leadership behavior between boys and girls of senior secondary school students

The objective of the present study was to find out the difference in the leadership behavior boys and girls of senior secondary school for this purpose leadership scale by Dr. Asha Hinger was administered on 200 senior secondary school students of J&K The analysis of the data collected have been entered in Table 3

Table 3

Group comparison of leadership behavior between boys and girls of senior secondary school students

Leadership behavior	Mean	SD	SED	't' value	Inference
Girls	106.15	15.25	2.11	0.037	Insignificant
Boys	106.23	14.69			

The careful scrutiny at the result inserted in Table 3 clearly reveal that mean scores of boys and girls students were 106.23 and 106.15 respectively. Further calculated t-value of the magnitude 0.037 which is less than tabulated value (2.60) at 0.01 level of significance which shows that 't' value is statistically insignificant. Thus the null hypothesis i.e. is "There exist no significant

difference in leadership behavior of boys and girls” stands accepted. This indicates that both boys and girls students do not differ significantly with respect to their leadership behavior. This may be due to that both boys and girls are having enthusiasm, passion, inspiration and advocacy as leadership qualities. Both are having equal strong urge to achieve their goals and have tendency to endeavor for success.

Group comparison between rural and urban areas students of senior secondary school with relation to their parental encouragement.

The objective of the present study was to find out the difference in the parental encouragement of rural and urban senior school students of J&K. For this purpose parental encouragement scale by Aggarwal was administered on 200 senior secondary school students of J&K. Data was analyzed by using t-test and results have been reported in Table 4

Table 4

Group Comparison between Rural and urban areas students of senior secondary school in relation to their parental encouragement.

Parental Encouragement	Mean	SD	SED	‘t’ value	Inference
Urban	318.65	43.56	6.42	3.36	Significant
Rural	297.05	47.19			

The careful scrutiny at the result inserted in Table 4 clearly reveal that mean scores of urban and rural school students were 318.65 and 297.05 respectively. Further calculated t-value of the magnitude 3.36 which is higher than tabulated value (2.60) at 0.01 level of significance which shows that ‘t’ value is statistically significant. Thus the null hypothesis i.e. is “There exist no significant difference in parental encouragement of senior secondary school students of rural and urban areas” stands not accepted. This indicates that both urban and rural area school students differ significantly with respect to their parental encouragement. On comparing the results of mean scores it has been found that urban area students score high on parental encouragement as compared to their counterpart. This may be due to that urban area parents are more concerned and focused regarding the all round development of their children and they encourage their children to explore their interests, do their best and try to learn how to do better next time. They encourage their children to broaden their experiences by participating in school clubs, sports and activities. They recognize that part-time work and community activities can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do better in school and can help them identify a potential direction.

Group comparison between boys and girls with relation to their Parental encouragement

The objective of the present study was to find out the difference in the Parental Encouragement of boys and girls of senior school students of J&K. The analysis of the data collected have been entered in Table 5

Table 5

Group comparison between boys and girls with respect to their Parental encouragement

Parental Encouragement	Mean	SD	SED	‘t’ value	Inference
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Girls students	311.87	47.87	6.57	1.22	Insignificant
boys students	303.83	45.32			

Table 5 clearly reveals that mean scores of girls and boys students were found 311.87 and 303.83 respectively. Further calculated t-value of the magnitude 1.22 which is less than tabulated value (2.60) at 0.01 level of significance which shows that's value is statistically insignificant. Thus the null hypothesis i.e. "There exist no significant difference in parental encouragement of boys and girls" stands accepted. This indicates that both urban and rural secondary school students not differ significantly in their parental encouragement. This may be due to the reason that it has been seen that our present society is not gender stereotypes. Today's parents have gender egalitarian attitude, they are highly focused and sensitive towards their children of both genders, they provide equal opportunities to both.

Relationship between leadership behavior and parental encouragement of senior school students

To examine the potential of independent variable (Parental Encouragement) to predict the criterion variance, regression analysis was used. The results of regression analysis have been presented in Tables 6, 7 and 8

Table 6

Coefficient of correlation between leadership behavior and parental encouragement

Model	R	R Square	Adjusted R Square	% of criterion variance
1	0.653	0.426	0.423	42.3

It is clear from the Table 6 that coefficient of correlation between leadership behavior and parental encouragement is 0.653 which is significant ($df=198$, $p>0.99$). This variable (parental encouragement) predicts 42.6% of criterion variance i.e. approximately 43% of variance of the criterion variable (leadership behavior) is explained by parental encouragement.

Table -7

Summary of ANOVA for Regression

Model	Sum of Squares	Degree of freedom	Mean Square	F	Sig.
Regression	18926.865	1	18926.865	147.15	.000
Residual	25465.915	198	128.616		
Total	44392.780	199			

A close glance at the results inserted in Table 7 clearly reveals that F value came out to be 147.15 which is significant at $p<.001$ with df 1/198. Thus we conclude that results in significantly better prediction of leadership behavior of students. Thus, the hypothesis i.e. "Parental encouragement and leadership behavior will bear a significant positive relationship

with each other and in regression analysis parental encouragement will emerge as a significant predictor of criterion variance” stands accepted. This means that the model presented is significant in predicting leadership behavior.

Table 8

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	41.732	5.374	
PE	0.209	0.017	0.653

Regression Equation Leadership behavior(Y) = 41.732+Parental encouragement(X)*0.209

It is clear from the above regression equation unit increase in the value of the predictor variable i.e X, the corresponding increase in criterion variable is 0.209.

Major Findings:-

- Urban school students differed significantly from rural school students with respect to their leadership behavior. Higher mean score of urban school students indicate that urban students have better leadership behavior then rural school students this may be due to the reason that urban students get more opportunity for extent their behavior by interacting with different persons, leaders and extra co-curricular activities in the school as well as outside the school which helps in flourished their behavior.
- Urban school students differed significantly from rural school students with respect to their parental encouragement. Higher mean score of urban school students indicate that urban students have better parental encouragement then rural school students this may be due to the reason that urban areas parents are more educated and they are much more conscious regarding their studies and the future of their children
- Boys and girls do not differ significantly with relation to their leadership behavior this may be due to the reason that boys and girls have equal strong urge to achieve something and both are internally motivated to do well. They both have tendency to endeavor for success.
- Boys and girls do not differ significantly with relation to their leadership behavior this may be due to the reason that both boys and girls are equal for parents and both get equal opportunities.
- There is no relationship between leadership behavior and parental encouragement of secondary school students. Yet there is positive correlation between personal and social adjustment of secondary school students.

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Declaration

This is a original material and has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal or elsewhere.

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