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A Study on Sex Role Identification of Higher Secondary School Principals in Relation to Their Gender, Leadership Style and Leadership Effectiveness

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ABSTRACT

The purpose of this study was to examine if there is any relationship between sex role identification of higher secondary school principals with respect to their gender, leadership styles, and leadership effectiveness. Descriptive survey method was adopted for the study. A survey was conducted in the selected higher secondary schools of Bilaspur District of Chhattisgarh State. In order to select the sample, stratified random sampling technique was used. Sample constitutes 68 school principals of selected schools and four teachers (02 male and 02 female) from each schools. Bem Sex-Role Inventory initially developed by Sandra Bem in the year 1974, its translated and adopted version was used to find out the sex role identification of the secondary school principals. To measure the leadership styles of higher secondary school principals, Indian adaptation of Multifactor Leadership Questionnaire (MLQ Form 5x-Short) developed and standardized by Dubey (2005) was used. Similarly, for measuring the leadership effectiveness of higher secondary school principals Dr. Haseen Taj leadership effectiveness scale was used. The collected data were statistically analyzed with the help of χ^2 test. The finding of present study reveals that there was statistically significant association found between sex role identification of higher secondary school principals and their leadership effectiveness, whereas there was statistically non-significant association found between sex role identification of higher secondary school principals, their gender and their leadership styles.

Key words: Sex Role Identification, Leadership effectiveness, gender and leadership styles of higher secondary school principals.

Introduction

In the world of education, where women tend to numerically predominate, it is easy to assume that their representations in educational leadership need to be