



A Study on the Dimensions of Leadership Practices with Respect to their Significance Difference

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Abstract

This study tried to find the existence of any significant difference in the dimensions of the construct leadership practices. For this purpose, the Student Leadership Practices Scale - Self, prepared by Kouzes, J.M., and Posner, B.Z., for high school and college students, was administered on students of VIIIth and IXth classes from a secondary school located in Bal Nagar area of Hyderabad city, Telangana, India. For descriptive analysis, mean and standard deviation were used. As part of the use of inferential statistics, One-way Repeated Measures ANOVA was carried out and the level of significance was chosen to be 0.05, using SPSS ver.20. Significant differences were found among the dimensions the construct Leadership Practices.

Keywords: Leadership practices, dimensions of leadership practices, student leadership practices scale.

Introduction

According to Kouzes and Posner¹, the dimension Enabling Others to Act is the most frequently reported dimension of the construct Leadership Practices, with mean 48.7 and standard deviation 5.4. It is followed by the dimension Model the way with mean 47 and S.D. 6. The dimensions Challenge the Process and Encourage the Heart are close to each other with respective means 43.9 and 43.8 and respective S.D. 6.8 and 8.0. The least reported dimension is Inspiring a Shared Vision with mean 40.6 and S.D. 8.8 in the self version of the instrument - the Student Leadership Practices Scale - Self, prepared by Kouzes J.M. and Posner B.Z.², for high school and college students.

In a previous study, the researcher along with his colleagues found a positive, moderately strong and positive correlation relationship between emotional intelligence and leadership practices in adolescent secondary school students³. No previous studies on the determination of the relative significance of the dimensions of leadership practices in adolescent students, at least in the Indian context, were found by the researcher. The present study was taken up to gain further insight into the dimensions of the Leadership practices construct and use the knowledge in curriculum development and delivery of instruction with respect to leadership promotion in schools and colleges.

To measure the dimensions of leadership practices in adolescent for their relative significance determination, the Student Leadership Practices Inventory (LPI) – Self, prepared by Kouzes and Posner^{4,1} was used. The National Academic Advising Association reviewed the LPI instrument and concluded: "presents a valid, practical model of leadership. The 'self' and 'observer' forms of the LPI provide valuable information that students can use to examine their prior

leadership experiences and compare their self-assessments with reliable feedback from others. This package provides everything facilitators needs for a successful leadership development program in which students discover and value their own leadership opportunities and make action plans for their future leadership development"⁵.

Leadership: Northhouse defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal"⁶. According to Hogan and Kaiser, leadership is defined as "the ability to build and maintain a group that performs well relative to its competition"⁷. Kouzes and Posner defined leadership as "the art of mobilizing others to want to struggle for shared aspirations"⁸. According to Rost, "Leadership is an influence relationship among leaders and collaborators who intend real changes that reflect their mutual purposes"⁹. Stogdill defined leadership as "the initiation and maintenance of structure in expectation and interaction"¹⁰.

Statement of the Problem: A Study on the Dimensions of Leadership Practices with Respect to their Significance Differences.

Research Objectives: To study the presence of any significant difference amongst the domains or dimensions of the construct leadership practices in secondary school students.

Research Hypotheses: There is no significant difference amongst the domains of leadership practices in secondary school students.

Methodology

The instrument Student Leadership Practices Inventory – Self, prepared by Kouzes and Posner^{1,4} has 30 items covering five

dimensions of leadership namely, Modeling the Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act and Encouraging the Heart. These items describe various leadership actions and behaviors.

Kouzes and Posner⁴ reported the *Cronbach's alpha* for the student LPI as 0.824 on American college students. The tool has excellent face validity and constructs validity, and is administered all around the world to measure leadership practices cut across gender, socio-economic background and nationality.

The dimension "Modeling the Way" is evaluated by the items 1, 6, 11, 16, 21 and 26. The second dimension "Inspiring a Shared Vision" is evaluated by the items 2, 7, 12, 17, 22 and 27. The items 3, 8, 13, 18, 23 and 28 evaluate the third dimension "Challenging the Process". The items 4, 9, 14, 19, 24 and 29 evaluate the fourth dimension "Enabling Others to Act". The fifth dimension "Encouraging the Heart" is evaluated by the items 5, 10, 15, 20, 25 and 30 of the instrument.

In the instrument, the participants read the statements of the instrument and provide their response on a five point Likert scale (1 = rarely, 2 = once in a while, 3 = sometimes, 4 = often, and 5 = very frequently). The test is completed in eight to ten minutes approximately. Scores range from 30 to 150 and higher the scores, greater the leadership behavior in the subject.

The population for this study is the secondary school students in private schools at secondary level of education including 8th to 10th classes in the urban areas of the Greater Hyderabad Municipal Corporation limits.

The secondary school students of VIII and IX classes from St'Mary Joseph High School, Bal Nagar, Hyderabad, were the samples in this study.

Simple random sampling technique is used in this study while selecting a sample of 50 students from a secondary School in Bal Nagar area.

The Principal of M.N.R.P.G. Teacher Education College provided a formal permission letter to allow the researcher to administer the test for data collection. The letter was duly submitted to the Principal of St'Mary Joseph High School. The permission was granted by the Principal of the school to collect the data.

The Student Leadership Practices Scale - Self, prepared by Kouzes J.M. and Posner B.Z.^{1,4}, for high school and college students, was administered on 14 to 16 years boys and girls of VIII and IX class from St'Mary Joseph High School for the measurement of the dimensions of leadership practices in them.

Results and Discussion

The mean of the third dimension, Challenge the Process, was higher than the means of rest of the three dimensions (table-1).

A one-way repeated measured analysis of variance (ANOVA) was conducted to evaluate the null hypothesis that there is no difference in the scores of the secondary school students with respect to the five specific dimensions of the construct leadership practices (N=50), using SPSS ver.20. The result of the ANOVA indicated a significant difference in the dimensions, Wilks' Lambda = 0.212, F(4,46) = 42.645, p < 0.05 and the partial eta squared = 0.788. Thus, under these significant evidences, null hypothesis is rejected. There is significant difference amongst the dimensions of leadership practices in secondary school students (table-2).

Follow up comparisons indicated that each pair-wise difference was significant, p < 0.05. The mean of the third dimension, Challenge the Process, was higher than the means of the rest of the dimensions. The dimensions, Inspire a Shared Vision and Challenge the Process were significantly different from each other and from all the other dimensions of the construct Leadership Practices (table-3).

Table-1
Descriptive Statistics

| Dimensions of Leadership Practices | Mean | Standard Deviation | N |
|------------------------------------|--------|--------------------|----|
| Model the Way | 3.8967 | 0.44783 | 50 |
| Inspire a Shared Vision | 3.6267 | 0.38030 | 50 |
| Challenge the Process | 4.3433 | 0.46949 | 50 |
| Enable Others to Act | 4.1100 | 0.40492 | 50 |
| Encourage the Heart | 4.0500 | 0.41411 | 50 |

Table-2
Multivariate Test for Significance

| Value of Wilks' Lambda | F | Hypothesis df | Error df | Sig. | η^2 | Result |
|------------------------|--------|---------------|----------|-------|----------|--------------------------|
| 0.212 | 42.645 | 4 | 46 | 0.000 | 0.788 | H ₀ :Rejected |

Table-3
Pair-Wise Comparisons of The Significance

| (I) LP Dims | (J) LP Dims | Mean Difference (I-J) | Std. Error | Sig.** |
|-------------|-------------|-----------------------|------------|--------|
| 1 | 2 | 0.270* | 0.052 | 0.000 |
| | 3 | -0.447* | 0.060 | 0.000 |
| | 4 | -0.213* | 0.0630 | 0.015 |
| | 5 | -0.153 | 0.080 | 0.596 |
| 2 | 1 | -0.270* | 0.052 | 0.000 |
| | 3 | -0.717* | 0.062 | 0.000 |
| | 4 | -0.483* | 0.061 | 0.000 |
| | 5 | -0.423* | 0.060 | 0.000 |
| 3 | 1 | 0.447* | 0.060 | 0.000 |
| | 2 | 0.717* | 0.062 | 0.000 |
| | 4 | 0.233* | 0.077 | 0.039 |
| | 5 | 0.293* | 0.085 | 0.011 |
| 4 | 1 | 0.213* | 0.063 | 0.015 |
| | 2 | 0.483* | 0.061 | 0.000 |
| | 3 | -0.233* | 0.077 | 0.039 |
| | 5 | 0.060 | 0.054 | 1.000 |
| 5 | 1 | 0.153 | 0.080 | 0.596 |
| | 2 | 0.423* | 0.060 | 0.000 |
| | 3 | -0.293* | 0.085 | 0.011 |
| | 4 | -0.060 | 0.054 | 1.000 |

*- The mean difference is significant at the level of 0.05, ** - Adjustment for multiple comparisons: Bonferonni.

Conclusion

From the present study, it is revealed that the dimensions Inspire a Shared Vision and Challenge the Process are important aspects of leadership practices deserving promotion during instructions on leadership, followed by the dimensions Model the Way and Enable Others to Act, in significance.

Due to practical constraints like time and money, the study was resisted to 50 students only. Further studies on similar lines with larger samples and addressing multiple contexts, is warranted to gain more insight on the relative significances of dimensions of the construct Leadership Practices.

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