

## Female Pre-Service Teachers' Perspectives on Leadership Styles

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### Abstract

### Original Research Article

Leadership is a quality or character of a leader to influence an individual who are in the group and make them to work towards the aim and development of their institutions. In educational context, teacher act as a leader and influence their students to attain desired result. The present study tries to explore female pre-service teachers' perceptions about their leadership styles during internship. One hundred and thirty-two second year trainee teachers participated in this study. Quantitative data were collected through survey questionnaire and focus group discussion was used to collect qualitative data. Descriptive statistics were employed to examine perception about leadership styles. The triangulated results evidenced that female pre-service teachers have reflected democratic leadership style. A democratic teacher can delegate responsibility among their students to facilitate participation in teaching and learning activities. Also, the present study implicated that policy makers and educationists should consider adding leadership as a part of practicum in the curriculum of teacher education programme.

**Keywords:** Leader, pre-service teachers' leadership styles, leadership theories.

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## INTRODUCTION

A leader is a person who brings individuals together to form the group and persuade them to achieve the aim of the group [1]. It is a duty of a leader to organize the members of the group and motivate them to reach a goal through hard work. In educational context, a teacher acts as a leader within and beyond the classroom and influences others to contribute to accomplish educational goal and school improvement [2, 3]. In addition, leadership is an intentional influence of an individual over other people or groups to organize the group activities [40]. In another words, leadership is the ability of an individual to induce people to play a part in the success of their institutions [5]. In the same vein, leadership style is the ability of a person to direct the behaviour of others using his potential [6]. Significantly, the teacher has ability to organize and manage the activities of their institution and students [7]. Including, it is a formal or informal role of the teachers as a leader in their school [8]. Each teacher possesses unique styles of leadership. Indeed, it has many forms or styles of leadership in which teachers can develop capability through collaborate with each other [9]. For instance, one of the forms of teacher leadership is formal and informal leadership which practiced in all the institutions like mentor teacher, instructional coach, acted as a head of the school

developing instructional materials and reviewing other teachers' classroom-based assessment [10]. Another form of teacher leadership associated with development of professional expertise of teachers and also acts as a catalyst for organizational development [11].

Many research studies evidenced that teacher's leadership styles made an impact on learners' learning outcomes, especially formal leadership from principals influenced school outcomes [12, 13]. For instance, a study confirmed that teacher leadership improves the students' learning outcomes in the school [14]. Similarly, a study found that, an indirect relationship exists between the teacher involvement in decision making and student outcomes [15]. Other works by Eddy- Spicer [16] and Lemlech and Hertzog [17] have suggested that encouraging teachers to take part on leadership roles positively influences on students' learning outcomes. Likewise, Can [18] stated that teachers as a leader can able to influence their students' performances, goal attainment and behaviours. In the views of Heck and Hallinger [19], Nedzinskaite [20] and Leithwood and Mascall [21], it is evidenced that leadership has indirect effects on the improvement of the students' achievements. Additionally, a teacher is not only the instructor also a coordinator who decides the academic events based on student's potentiality

[22]. Further, leadership can make the teachers to prefer suitable teaching strategies or methods for their classroom. For instance, the results of a study showed that there is a relationship between leadership styles of the teachers and their teaching methods. Also, they found that teachers who have transformational leadership style tend to have to teach more effectively through discovery method [6].

The trainee teachers or pre-service teachers of today will become such leader of tomorrow. Especially female pre-service teachers have possessed innate nature of leadership. The pre-service teachers should act (get training) as a teacher during school internship in various schools in their second year B.Ed course based on the new regulations of National Council for Teacher Education [23] India by following the recommendations of the Justice Verma Commission. School internship would be a part of the B.Ed curriculum, which is considered as a practicum for the pre-service teachers. It consists of 16 weeks and engaged with various activities like classroom teaching, preparing teaching resources and etc. The pre-service teacher should perform the roles of a regular teacher in a school under the guidance and supervision of mentoring teacher or the principal during internship. In addition, the pre-service teachers could gain the real classroom experience during internship only. Further, school principal plays a vital role to inculcate teacher leadership in many ways [9, 24]. They perform themselves as a leader and can create conducive conditions to develop and practice leadership among pre-service teachers. For instance, the principal might offer an opportunity to make decisions, sharing and incorporate teachers' ideas, make a room to collaborate with each other, establish good relationships with teachers and recognize the innovative role [25-28]. According to the literature, several factors have led to the continuation of many women in managerial positions to face negative attitudes and perceptions of traditional female roles such as; too emotional, non-assertive, and lack confidence as leaders [29]. As such, a study by Enomoto [30] revealed that little has changed in this regard over the past few decades. The study reveals that, despite their large numbers in teaching and in school leadership preparations programmes, females remain under-represented at higher levels of administration [30]. Significantly, in the African context, lack of female role model among teachers of adolescent girls many have contributed to the unpopularity of teaching as careers choices for girls in the past [31]. Hence, the present study tries to explore the female pre-service teachers' perceptions about their leadership styles during internship.

## BACKGROUND OF THE STUDY

It is not possible to say that this is best leadership style. But we can assess the possible advantages and disadvantages of each leadership styles based on time and conditions. Over the past decades,

different approaches and theories are proposed to identify variety of leadership styles. For instance, McGregor [32] has developed X and Y theory for leadership. On the one hand, the theory Y described as a teacher assumed that the students are very active. Learning is easy to them as they play. They do not worry about their grades. They might get support and guide from their parents and teachers to achieve educational objectives. The students can accept their own abilities regarding learning. Imagination and creativity are widely spread among students in the classroom. On the other hand, theory X described as a teacher assumed that students are too lazy. They find difficult to learn new thing. The teacher might use controlling environment and force them to learn. They might get low grades.

Fiedler's [33] leadership contingency model determined three factors related to leadership behaviour. They are 1. Leader's interpersonal relationship with members of the group, 2. The power and authority provided to the leader by his position and 3. The structure of the task assigned to the leader's group. In addition, Sergiovanni, Metzcus, and Burden [34] measured four types of leadership styles namely, telling (autocratic), selling (democratic), participating (encouraging and social) and delegating (laissez-faire). Similarly, Hersey and Blanchard [35] developed situational leadership model which describes four types of leadership styles such as, autocratic leadership, democratic leadership, participative leadership and laissez-faire leadership. Moreover, Bass's [36] theory suggested that, transformational and transactional styles are two dimensions of leadership styles. On contrast, Burns' [37] theory described that transformational and transactional leadership styles are a single continuum.

Besides, Leadership style is often considered as consisting of two independent dimensions. As indicated by Hersey, and Blancharda [38], task dimension and relationship dimension are the two dimensions of leadership style practised in institutions. Task dimension includes goal setting, organizing, directing and controlling. Relationship dimension includes communicating, make interactions, giving support and providing feedback. Also, Bolman, and Deal [39], categorized the leadership styles into four; structural frame, the human resource frame, political frame and symbolic frame. In the same way, Bass and Avolio [40] were became brand name for leadership styles. They have developed multifactor leadership styles. It has three main factors and its sub factors. The first factor is transformational leadership. Its sub factors are attributed and behavioural charisma, inspirational motivation, intellectual stimulation and individualized consideration. The second factor is transactional leadership. It also has three sub factors namely, contingent reward, active management by exception and passive management by exception. The last factor is Laissez-faire leadership. In addition, Avolio, Bass,

and Jung [41] modified the components in multifactor leadership styles.

Hersey, P, Blanchard, K.H, and Johnson, D.E. [42], classified three types of leadership styles namely, autocratic, democratic and liberal. Autocratic leader make decision without consulting any members of the group. Democratic leader asks suggestion and collaborate each other. Liberal leader will offer freedom and low-level control. In connection with that, Leithwood and Duke [43] suggested six types of leadership styles as well. They are instructional leadership, moral leadership, transformational leadership, participative leadership, managerial leadership and contingency leadership styles. Further, Schramm [44] proposed two types of leadership styles. Open leadership considered the leader could treat their employees equally. Closed leadership considered the leader dominate their employees. Furthermore, Louis, Dretzke, and Wahlstrom [45] have recommended that three types of leadership could influence the students' achievement namely instructional leadership, share leadership and trust leadership.

Ngang [46], proposed six dimensions of leadership styles for special education teachers as well. They are creating energy in the classroom, building capacity, securing environment, extending the vision, meeting and minimizing crisis and seeking and charting improvement. Likewise, Cretu [47] has discussed in his study about participative or collaborative leadership, facilitative leadership and authoritarian leadership styles practiced in the pre-university education institutions. Also, House's path goal theory described that there are four types of leadership styles exists. They are directive, supportive, achievement oriented and participative leadership [48]. Further, Tsai, [49] developed charismatic, ideological and pragmatic (CIP) model of leadership among college students.

From the thorough analysis of previous literature, it was found that the concept of transformational leadership style has only perceived as more effective and spread its popularity among researchers during the past decade as compared with other leadership styles [50-54]. Especially, the findings of the previous studies supported the effectiveness of transformational leadership styles. Particularly, a study reported that, teachers who have transformational leadership style tend to teach using discovery and research method in their classrooms [1]. To illustrate, another study evidenced that transformational leadership fosters the creativity among the students [55]. Similarly, a study showed a positive relationship between transformational leadership and teacher's efficacy of classroom management [7]. In another words, the result of the study established a positive relationship between transformational leadership style and students' engagement [56]. Another study explored the relations between teacher's perceived transformational-transactional leadership styles and

their student's learning outcomes [57]. Further, Nedzinskaite [20] argued that transformational leadership provides opportunities to the teachers for better management of their institutions and can expect inspiring and motivational leader.

In the same way, other leadership styles like transactional and laissez-fair not get much attention from the researchers. Because, transactional leader focused only on financial or any reward. It involves the transaction or exchange between leaders and members [58]. Regarding this, Yukl [59] postulated that transactional leader mostly expressed ineffective behaviour. Laissez-fair leader neither support group members nor try to lead them. This kind of leadership consider as an ineffective leadership style [60].

Though many researchers supported to transformational leadership style, the investigator assumed that McGregor's [32] X and Y theory related to leadership styles adopted for the present study. The reason for using his X and Y theory is pre-service teachers' assumptions about the behaviours of students are one of the major predictors of their behaviour. From this, it is thought those pre-service teachers' perceptions about students' behaviour would play a significant role to lead and modify if any of their leadership styles. Pre-service teachers are volunteers to take responsibilities during their internship in school as well as in college. Additionally, Y theory of leadership denoted by democratic or participatory leadership style and X theory of leadership considered as autocratic or repressive leadership style [61]. Moreover, students are allowed to ask questions, and have the opportunity to share and express their ideas in the presence of teacher who exhibit democratic leadership. Teachers who follow autocratic leadership do not allow their students to express thoughts, and make control over them. An interesting fact related to this; a study explored that woman teachers tended to adopt a more democratic leadership style than men. Also, men teachers mostly followed autocratic leadership than women [62].

Getzels and Guba did another study of leadership style. They came up with two types of leadership styles. These are the nomothetic and ideograph styles. The nomothetic leader is more concerned about organizational requirements, functions, rules and regulations. The ideograph leader is more concerned about the personal dimensions of the subordinates. Getzels and Guba later came up with the transactional style, which recognizes the need to vary emphasis on both the nomothetic, and idiographic styles according to the situation. In reviewing these leadership styles, Olembo, Wanga and Karagu [63] reported that the nomothetic leadership styles could be equated to initiating structure and the idiographic one to consideration.

Furthermore, studies on leadership styles by McGregor [32], Fiedler's [33], Burns [37], Bass [40], Bass and Avolio [40], Leithwood and Duke [43], House, Hanges, Javidan, Dorfman, and Gupta [64], Kurtz, and Boone [6], Cretu [47], Sirisooksslip, Ariratana, and Ngang [48] and most of others did not consider leadership styles specifically for pre-service teachers in training college settings. In our rapidly evolving world, the changes that occurred in the demographic characteristics of the workforce and consumers changed the traditional status of the women, which resulted with the gradual increase of women's roles in the social and economic life. In this context, the women's proportion on the labor force and career development has been significantly increased [65]. On the other hand, several studies on women in leadership suggest that women underrate their performance of leadership skills and abilities based on success from goal achievements rather than on their actual skills and abilities to effectively lead [66, 67]. According to Malloy and Janowski [68], it is the important for women to have a clear perception of their own leadership competency and performance, and also to understand how others perceive their ability to lead is known as "meta-perception." This concept is based on the principle that women, often times, have a lower perception of their leadership abilities and skills than men. In recent decades, a diverse range of explanations have been offered to explain the leadership gap between men and women. In particular, prior research has focused on stereotyping, gender bias, and discrimination against women as main contributors to the gender gap at the top levels [69, 7]. Moreover, Research has also explored the possibility of a pipeline problem that has resulted in a scarcity of qualified women to fill senior leadership positions [72, 73]. Further, Kyriakos [74] stated females administrators in educational leadership are underrepresented as gender given that they make up the whole teaching profession. For this under representation there are some factors those are related to their low participation. Finally, in the light of present study teacher educators and curriculum developers could get awareness to share the knowledge about importance of leadership behaviour among pre-service teachers.

### Significance of the Study

Broadly, the significance of the study is to illustrate the perception of female pre-service teachers' perception of their leadership style while at the time of their practice teaching. The results will also contribute to the existing literature. Generally, the study will extend the current literature by revealing specific results of female pre-service teachers based on their pedagogical subjects and type of management of school which they went for internship with respect to perception of their leadership style. Specifically, teachers, pre-service teachers, policy makers will benefit from this study's results. Moreover, the study's result will contribute by extending the current literature

in the field. There is no specific study in the Pondicherry region focusing on female pre-service teachers' perception on leadership styles during internship.

### OBJECTIVES OF THE STUDY

The following objectives are framed to analyze leadership styles of pre-service teachers based on their opinion.

- To find out the opinions of female pre-service teachers about their leadership styles.
- To find out whether there is a significant difference between female pre-service teachers' opinions and their pedagogical subjects.
- To find out whether there is a significant difference between female pre-service teachers' opinions and their type of management of school which they went for internship.
- To find suggestions to improve perspectives on leadership styles.

### Research Questions of the Study

- What is the opinion of female pre-service teachers about their leadership styles?
- Is there a significant difference between female pre-service teachers' opinions and their pedagogical subjects?
- Is there is a significant difference between female pre-service teachers' opinions and their type of school which they went for internship.
- What are the suggestions to improve perspectives on leadership styles?

### Operational Definition of Key Terms

Arts subjects – In this study refers to the pre-service teachers who opted Languages and Social sciences as their major subjects in their Bachelor's degree.

Internship – In this study refers to the period of pre-service teachers' train at schools to obtain degree.

Leadership styles – In this study refers to as mentioned by McGregor's (1960) X and Y theory related to leadership styles.

Pedagogical subjects – In this study refers to pre-service teachers who's major degree as arts or science from undergraduate level.

Perspectives – In this study refers to the pre-service teachers' perception about leadership styles.

Pre-service teachers – In this study refers to the student teachers those who chose their 'Bachelors in Education' degree course in Puducherry state.

Science subjects - In this study refers to the pre-service teachers those who chose their Bachelor's degree in Physical and Biological sciences.

Type of management - In this study refers to the pre-service teachers those who chose the schools for practice teaching.

### Delimitation of the Study

The present study is geographically delimited to Puducherry region. Objectively delimited to adopt McGregor's [32] X and Y theory related to leadership styles to analyze leadership styles of pre-service teachers based on their opinion. The research questions are delimited focus only on opinions of pre-service teachers about leadership styles, to find out significant difference between pre-service teachers' opinions and their pedagogical subjects, and to find out significant difference between pre-service teachers' opinions and their type of management of school which they went for internship. The criteria for participants to enroll in this research were set only to second-year female pre-service teachers. Variables are delimited to leadership styles, pedagogical subjects classified as Arts and Science, and type of management of schools classified as government and private.

## METHODOLOGY

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection [75]. Subsequently, three main purposes of research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations [76]. Considering the above mentioned the present study used descriptive survey method. Mixed methods design includes both qualitative and quantitative features in the design, data collection, and analysis [77]. In the first issue of Journal of Mixed Methods Research, Tashakkori & Creswell [77] define mixed methods as "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry." several research questions, each answered with a different methodological approach. In Greene's mixed method text [78] she writes, "Muted by the emphasis on design typologies are possible contributions to better understanding that could come from mixes in philosophy, substantive theory, and disciplinary thinking, alongside mixes of differences in personal experience, education, values, and beliefs" (p 15). Teddlie and Tashakkori [77] described the following characteristics as those of a truly mixed approach methodology: It would incorporate multiple approaches in all stages of the study (i.e., problem identification, data collection, data analysis, and final inference). It would include a transformation of the data

and their analysis through another approach (e.g., content analysis of qualitative data followed by a quantitative analysis of the same data after they had been quantified). A mixed methods design was adopted to collect, analyse and report results.

### Participants

The second-year pre-service teachers from various colleges affiliated to Pondicherry University in Puducherry state was selected as sampling frame, were asked their consensual to participate in this study. Simple random sampling technique was used to collect data from 132 Students, 78 (59%) belonged to Arts subjects as pedagogic subject, 54 (41%) belonged to Science subjects as pedagogic subject and 84 (64%) of them took internship in private schools, and 48 (36%) of them in Government aided schools.

### Tools Used for Data Collection

Denz and Hasancebioglu [7] have originally developed teacher leadership styles survey to measure teacher leadership styles for schools. It was used by Kale and Ozdelen [61] in their study. Investigators adopted and used this questionnaire for the present study. It contains 17 items and responses were marked as totally agree – 5, slightly agree – 4, undecided -3, slightly disagree – 2, and totally disagree – 1 on a five-point Likert type rating scale. High scores indicate that Y theory of leadership style and low scores indicate that X theory of leadership style. Focus groups, in essence, are group interviews that rely, not on a question-and-answer format of interview, but on the interaction within the group [79]. Focus group discussion was used to collect qualitative data. Brainstorming sessions with colleagues was organized to generate questions. A review panel's suggestion and recommendations were implemented to finalize focus group discussion questions. Ten focus group discussion sessions were carried out to collect qualitative data. Pre-service teachers were asked to convey their opinions for collecting qualitative data using focus group discussion and the opinions were recorded using field notes. A good size for a focus group is between six and twelve participants per session [35]. In the last ten years, researchers at secondary and post-secondary levels have relied on focus groups to achieve various objectives, including: The enhancement of survey results in education research [80]. Focus group discussion participants were divided based type of school and pedagogical subjects they opted.

## STATISTICAL TECHNIQUES

The present study adopted mixed methods design. Quantitative approach was used to examine the leadership styles of pre-service teachers, descriptive statistical techniques mean and standard deviation were used through SPSS. To find out significant difference between pre-service teachers' opinions and sub-variable, Mann-Whitney U test was used. In addition, qualitative approach was used to triangulate results.

Data can be examined and reported at three levels, including 1) the raw data, 2) descriptive statements, and 3) interpretation [79]. Focus group discussion results were triangulated using descriptive statements technique and summarized respondents' comments and provided illustrative examples using the raw data with quotes. Krueger and Casey [79] use four to six groups as a "rule of thumb" that is adjusted to meet specific research questions. Pre-service teachers were divided into four groups by using purposive sampling. Descriptive phrases or words used by participants as they discussed the key question were taken by field notes. The recorded field notes were then carefully handled and important key words or sentences are noted for reporting and triangulating.

## RESULTS

### The findings about the female pre-service teachers' perceptions on leadership styles

To find out the pre-service teachers' opinions about their leadership styles, mean and standard deviation were calculated and presented in Table 1. From the Table 1 it is observed that, the highest mean values are item 8 ( $M = 4.48$ ), 'Students are eager to learn new things', item 1 ( $M = 4.44$ ), 'Students are eager to take responsibilities', item 9 ( $M = 4.41$ ), 'Each student has a creative thoughts', and item 11 ( $M=4.10$ ), 'Learning is as natural to students as play'. These items clearly show positive attitude towards students. It indicated that the pre-service teachers have Y theory of leadership styles, i.e democratic leadership styles. Moreover, the lowest mean values are item 13 ( $M = 2.11$ ), 'Students are not comfortable while studying', and item 14 ( $M = 2.29$ ), 'Strict discipline methods should apply to make students listen to the lessons'. These items evidenced that pre-service teachers have negative attitude towards students which indicate that they have X theory of leadership styles.

In addition, focus group discussions revealed that the pre-service teachers' perceptions regarding positive attitude towards students are reflected. Most of the participants in all the focus group reported that they become a motivator when students lack attention in their class. For instance,

*"I noticed that during my teaching students get distracted and not listen to me. I found possible reasons for their actions. I have used simple stories, real life examples related to the topics."*

*"I motivated the students to listen my class. I have used available resources to attract the students."*

A few participants have even given contrary comments. For instance,

*"I did not motivate them. I instructed them strictly listen to my class."*

*"When students not listen to my class I tensed and scold them."*

### The findings about the differences between the female pre-service teacher's perceptions on leadership styles and pedagogic subjects

To find out whether there is a significant difference between pre-service teachers' opinions and their pedagogical subjects, t- test was computed and results were presented in Table 2.

Table 2 indicated that perception of female pre-service teachers about their leadership styles was greater for pre-service teachers who belong to arts pedagogic subjects (English, Social Science, etc.) than for pre-service teachers who belongs to science subjects (Physical Science, Biological science, etc.), ( $M=60.56 > M=59.76$ ),  $\rho = 0.642$ . It is revealed that there is no significant difference between pre-service teachers' opinions and their pedagogical subjects.

Focus group discussions also disclosed that not much differences of assert among language and science pre-service teachers. They reported that carefully handled the mischievous students by asking subject related questions. For instance,

*"I asked questions related to topic in a polite way towards mischievous students. They get attentive instantly"*

*"I used tough questions to dominate mischievous students. They get off immediately."*

### The findings about the differences between the female pre-service teacher's perceptions on leadership styles and management type of the school

To find out whether there is a significant difference between pre-service teachers' opinions and their type of management of school which they went for internship, t-test was applied and the results were presented in Table 3

The result from the Table 3 showed that perception of female pre-service teachers about their leadership styles was greater for pre-service teachers who took internship in private schools than for pre-service teachers who took internship in Government aided schools, ( $M= 61.11 > M=58.29$ ),  $\rho = 2.253$ . Also, it revealed that perception of pre-service teachers about their leadership styles significantly differ in their management type of school.

Also focus group discussions showed that the private school management provides more support to the pre-service teachers than Government aided school management. For instance,

*"My principal gave full support to me to regulate the students' behaviour"*

*"My Guide teacher provide independent freedom to me to manage his class"*

*"My management insists to act in a strict manner towards students"*

“Government aided school management did not allow me to implement my thoughts”

**Table-1: Descriptive Statistics for Leadership Styles**

S. No	Statements	N	Mean	SD
1	Students are eager to take responsibilities	87	4.44	1.16
2	Students love to be active in class when teacher offer an opportunity	87	4.03	1.52
3	It's important to put forward to success instead of failure	87	3.82	1.46
4	Willingness to learn is a natural need for student	87	3.37	1.65
5	We should give punishment to correct the students' misbehavior	87	2.32	1.35
6	Students show resistance against to the creativity activities in the class	87	2.68	1.45
7	We need to find ways to make lesson more attractive	87	2.43	1.53
8	Students are eager to learn new things	87	4.48	1.05
9	Each student has a creative thought	87	4.41	0.93
10	Students have self-regulation skills to show appropriate behaviors	87	3.68	1.16
11	Learning is as natural to students as play	87	4.10	1.26
12	There is no enthusiasm for students to have “Thank you/Appreciation” reports	87	2.46	1.59
13	Students are not comfortable while studying	87	2.11	1.58
14	Strict discipline methods should apply to make students listen to the lessons	87	2.29	1.56
15	Students' opinions should be taken while taking decisions about the class	87	3.55	1.64
16	Students are lazy and prefer study materials prepared by teachers	87	2.64	1.79
17	Students cannot do their homework properly	87	2.44	1.81

**Table-2: t- test between female pre-service teacher's perceptions on leadership styles and pedagogic subjects**

Pedagogic subjects	N	Mean	SD	$\rho$ - value
Arts	78	60.56	5.90	0.642
Science	54	59.76	7.70	

( $\rho < 0.05$  not significant)

**Table-3: t- test between female pre-service teacher's perceptions on leadership styles and management type of the school**

Management type of the School	N	Mean	SD	$\rho$ - value
Private Schools	84	61.11	7.30	2.253
Government aided Schools	48	58.29	6.13	

( $\rho > 0.05$  = Significant)

## DISCUSSION AND CONCLUSION

When we have examining teachers' perspectives on their leadership would provide a mirror image in which they can self-identify as leaders [78]. The present study aimed to examine female pre-service teachers' perception about their leadership styles. The findings of the study revealed that the female pre-service teachers have reflected Y theory of leadership styles (Democratic leadership). A democratic teacher can delegate responsibility among their students to facilitate participation in teaching and learning activities. This finding was supported by Eagly, Alice, Johnson, and Blair [62]. They found that female teachers have more preferred democratic leadership. Most of the women are naturally empathetic, flexible and make cooperation with others. Also, they have inherent ability of nurturing and amicable character. It might reason for this finding. In contrast, Nedzinskaite [20] empirically proved that pre-service teachers have inherent transformational leadership styles. In addition, the results of the present study showed that there is no significant difference between pre-service teachers' opinions and their pedagogical subjects and they were significantly differed in their management type of the school. Private schools might provide more

opportunities and practices to act as a leader in their school settings. It might reason for this finding. Qualitative findings of the discussion group also reflected this kind of trend. The comments of the respondents perfectly pictured their positive insightful thoughts regarding their learners in the classroom.

There are many controversies regarding leadership whether leadership is inherited trait or acquired through training. Many researchers are argued and agreed that leadership is both innate attribute and developed through experience. So the leadership needs to be nurtured. Generally leadership emphasized to bring changes in the institutions and initiates changes among individual's potential and interpersonal relations [20]. The students who are train as a teacher can equip themselves as a leader through training. The effective leadership is shaped by many factors such as encouraging co-workers by praising, pay attention to subordinates' needs and their opinions create healthy environment to work, and so on. It is a training period for pre-service teachers to equip themselves as an efficient leader. However, the pre-service teachers can learn to lead in these days. In addition, Bond [81] recommended that the pre-service teachers can learn

leadership through involving in small tasks and then gradually take up more leadership roles. In the same time, schools also should provide opportunities for pre-service teachers to practice their leadership [82]. Pre-service teachers should practice leadership behaviour like practicing teaching skills through micro teaching. Policy makers and educationists should consider adding leadership as a part of practicum in curriculum of teacher education programme as well as it is better to evaluate the pre service teachers' leadership qualities and communication skills instead of testing their theoretical knowledge through examiner's observation [27].

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