A STUDY ON THE LEADERSHIP BEHAVIOUR AND MULTIMEDIA USAGE AMONG HIGHER SECONDARY STUDENTS IN CHETPET

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ABSRACT

This paper focuses on Leadership Behaviour among the School Students particularly students those who are studying in higher secondary class. In the present study normative survey method is employed. The normative method is used to depict and interpret, what be real at present. It is concerned with the condition of relationships that exit, practices that prevail, beliefs, points of view or attitudes that are held, processes that are ongoing and effects that are being felt. The present study paying attention on survey collected through a Profile. Moreover the study is based on the cross sectional survey, intended to gather information on a population at a single point of time. The Leadership Behaviour of the adolescents was measured using the Leadership Behaviour Scale developed by Marzano, Waters, McNulty, 2005. It consisted of 21 items on four point scales in Likert model measuring. The reliability and validity of the questionnaire was assessed by the split half reliability technique and the split half reliability coefficient was found to be 0.88. the researcher collected this from 350 students from various schools in Chetpet. The findings are as: There is no significant difference in mean scores of Leadership Behaviors with respect to Gender, Urban students have high leadership behavior when compared to Rural students, and there is no significant difference in mean scores of Leadership Behaviors with respect to Family type.

Key Words: Leadership Behaviour, Multimedia, School Students, Gender, Locality, and Family Type

1. INTRODUCTION

Studying leadership behavior among higher secondary students with multimedia use can be a fascinating area of research. This type of study could investigate how multimedia tools and platforms influence leadership qualities such as communication skills, decision-making, and team management among students. It might explore whether exposure to multimedia presentations, simulations, or interactive learning modules enhances leadership development compared to traditional methods. Research could also delve into how different types of multimedia (videos, interactive games, virtual simulations) impact various aspects of leadership behavior and skills acquisition in educational settings.

Multimedia and its usage for the Leadership Quality:

Today we need the help of multimedia to enrich our skills to establish. Students enhance their ability to prove leadership skills with ppt, whats app, telegram, and etc.. if a student select as a team leader, he/she will plan for their team success for the following few, he/she can prepare a ppt and present their ideas through ppt presentation before the team, and share his/her ideas through whats app, telegram, twitter and etc.. in this way will help them to gain success of the team.

Multimedia can significantly enhance leadership qualities through several key avenues:

- Effective Communication: Leaders can use multimedia tools like videos, presentations, and graphics to articulate their vision clearly and engage their team or audience effectively. Visual aids can simplify complex ideas and make messages more memorable.

- Inspiration and Motivation: Multimedia allows leaders to inspire and motivate others through compelling stories, testimonials, or motivational speeches captured in video format. This can create a deeper emotional connection and drive commitment towards shared goals.

- Training and Development: Leaders can leverage multimedia for training purposes, offering interactive modules, simulations, or virtual reality experiences that enhance learning retention and practical application of skills.

- Global Reach and Impact: In today's interconnected world, multimedia enables leaders to reach a wider audience geographically. Webinars, live streams, or recorded messages can transcend physical boundaries and unite teams or stakeholders across different locations.

- Crisis Management: During crises, multimedia can facilitate swift and effective communication. Leaders can use video updates or live broadcasts to provide real-time information, reassure stakeholders, and maintain transparency.

- Storytelling and Persuasion: Multimedia allows leaders to craft compelling narratives that resonate with their audience. Whether through multimedia presentations or storytelling videos, leaders can influence opinions, foster trust, and drive positive change.

Some Previous Researches:

Gupta (2009) in her study titled 'A Study of Values among School Principals, their Attitude towards Modernization and its Relationship with the Organizational Climate' found that there was a significant difference in the climate of Public schools and Government Schools. Public schools possessed controlled climate whereas the Government Schools possessed Familiar type of school organizational climate. No significant relation was found between values or the modernization and the school organizational climate.

Kruger, Meta L (2008) studied that the biological basis for differences between the sexes has become increasingly clear in recent years. The nature-nurture argue has made technique for the view that the personage is a product of the communication between genes and situation. For the world of school leadership this means that as an alternative of arguing about them, we should recognize the differences between female and male leadership and go round the differences to our advantage with esteem to the effectiveness of school leadership. This is becoming all the further necessary now that the principal's job is increasingly becoming more complicated. Men and women working jointly have a wider range of substitute strategies at their disposal than either acting unaccompanied, creating a case for mixed teams. A mix of masculine and feminine essentials in school management leads to a broader selection of behaviour and accordingly to more flexible action

STATEMENT OF THE PROBLEM

The investigator attempts the study "A study on the Leadership Behaviour and Multimedia usage among higher secondary students in Chetpet".

NEED AND SIGNIFICANCE OF THE STUDY

It's hard to deny that strong leaders should inspire and motivate others, which is why it's vital to stay in a creative mindset and perceive information differently with an open mind. Start by learning beyond the course materials and explore things independently. If you belong to educators, keep things creative as well because the trick is to provide this something that will help students belong to the subject and the things that are being discussed. Even if there are complex subjects, a strong leader will walk the extra mile to explain the concept and add a personal vibe to it!

Good leadership qualities and behaviour motivate all followers to give their best and achieve their highest goals, no matter what the conditions. Being under the wing of good leadership is essential for one's journey of professional growth.

It is essential for pupils to practice leadership opportunities during their schooling, to learn the art of constructing relationships within teams, defining identities, and achieving tasks effectively. It also provides a chance to learn to identify and present effective communication and interpersonal skills.

OPERATIONAL DEFINITION

LEADERSHIP BEHAVIOUR

Leadership behaviour is the traits and actions that make an individual effective as a leader. This behavior is the process by which a person can guide, direct and influence the work of others to meet specific goals. These actions and strategies can be learned to increase the effectiveness of those around them.

Leadership behaviour we mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members and showing consideration for their welfare and feeling during school life

VARIABLES SELECTED FOR THE STUDY

PERSONAL VARIABLES

Gender refers to the sex of the students such as Male and Female.

Locality refers to the place of the students where they come from, such as Rural and Urban.

Family Type refers to the type of the students whether they are in Nuclear or in Joint family.

2. RESEARCH VARIABLE

❖ Leadership Behaviour

3. OBJECTIVES OF THE STUDY

1. To study the Leadership Behaviour of the students.
2. To study whether there is any significant difference in Leadership Behaviour of students belonging to different groups based on

- Gender
- Locality
- Family Type

HYPOTHESES OF THE STUDY

1. There is no significant difference in mean scores of Leadership Behaviour with respect to Gender.
2. There is no significant difference in mean scores of Leadership Behaviour with respect to Locality.
3. There is no significant difference in mean scores of Leadership Behaviour with respect to Family type.

4. METHOD OF THE STUDY

In the present study normative survey method is employed. The normative method is used to describe and interpret, what exist at present. It is concerned with the condition of relationships that exit, practices that prevail, beliefs, points of view or attitudes that are held, processes that are ongoing and effects that are being felt.

Normative method is useful when a researcher want to collect data on phenomena that cannot be directly observed. The present study focused on survey collected through a Profile. Moreover the study is based on the cross sectional survey, intended to gather information on a population at a single point of time.

TOOL USED IN THE STUDY

The tool is an instrument, which is used to collect data from the sample. The Leadership Behaviour of the adolescents was measured using the Leadership Behaviour Scale developed by Marzano, Waters, McNulty, 2005. This profile has been modified in terms of language and content wherever necessary.

DESCRIPTION OF THE TOOL

The front sheet was designed to collect data about the personal and institutional related details of the students like Gender, Locality, Family income and Family type.

VARIABLES

❖ Leadership Behaviour consists of 21 statements

TABLE 1- DESCRIPTION OF THE TOOL

Variable	Total No. of Items
LEADERSHIP BEHAVIOUR	21

ADMINISTRATION OF TOOL

The standardised tool was used for the study from the Leadership Behaviour measures.

COLLECTION OF DATA

The investigator contacted the Head Master and Principal of the selected schools and permission was obtained. The investigator requested higher secondary students to fill the tool. The time taken by the students for filling in the profile was around 30 minutes.

SCORING OF TOOL

After obtaining the responses, they were scored.

❖ In the Leadership Behaviour statements, not at all was marked as 1, A little was marked as 2, A moderate extent was marked as 3 and A great extent was marked as 4.. The maximum score possible was 84 and minimum score was 21

RELIABILITY OF THE TOOL

The tool is an instrument, which is used to collect data from the sample. The Leadership Behaviour of the adolescents was measured using the Leadership Behaviour Scale developed by Marzano, Waters, McNulty, 2005. It consisted of 21 items on four point scale in Likert model measuring. The reliability and validity of the questionnaire was assessed by the split half reliability technique and the split half reliability coefficient was found to be 0.88.

SAMPLE AND SAMPLING TECHNIQUE

Population of the present study was the higher secondary school students at chetpet. The distribution of the sample is shown in the table 2.

TABLE 2- DISTRIBUTION OF SAMPLE

S.NO	VARIABLES	CATEGORY	FREQUENCY	PERCENTAGE
1	Gender	Male	130	37.14
		Female	220	62.85
2	Locality	Rural	234	66.85
		Urban	116	33.14
3	Family Type	Joint	220	62.85
		Nuclear	130	37.14
Total			350	100

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

In the present study following statistical techniques were used.

1. Descriptive Analysis (Mean, Standard Deviation)

2. Differential Analysis (t-value, F-ratio)

DELIMITATIONS

❖ Geographically, sample area selected at Chetpet in Thiruvannamalai district of Tamil Nadu.

❖ Six schools were selected at random of which 2 Aided Schools, 2 Government Schools and 2 Private Schools.

❖ The present study just intended to assess Leadership Behaviour among higher secondary students.

STATISTICAL ANALYSIS OF THE DATA

Further the data was subjected to appropriate statistical test for testing the hypotheses. The accepted level of significance has been fixed at 0.05 and the values, which are significant at 0.05 level or less, are considered to be significant.

DESCRIPTIVE ANALYSIS OF THE DATA

Three hundred and fifty samples drawn from higher secondary students of different school types in chetpet constituted the sample. The variable studied in the present investigation was Leadership Behaviour with reference to some selected demographic variables namely Gender, Age, Locality, Religion, Family income and Family type.

After the data was collected, the Mean and Standard Deviation were calculated for Leadership Behaviour with respect to Entire Sample. The result of the same are summarized in Table 4.1

Table 3- Mean And Standard Deviation For The Scores On Leadership Behaviour For The Entire Sample

Variables	Mean	S.D
Leadership Behaviour	62.9391	8.357

The perusal of Table 3 reveals that the, Mean and Standard Deviation of the Leadership Behaviour for the Entire sample was 62.9391 and 8.357 respectively

Figure 3.1- Mean And Standard Deviation For The Scores On Leadership Behaviour For The Entire Sample
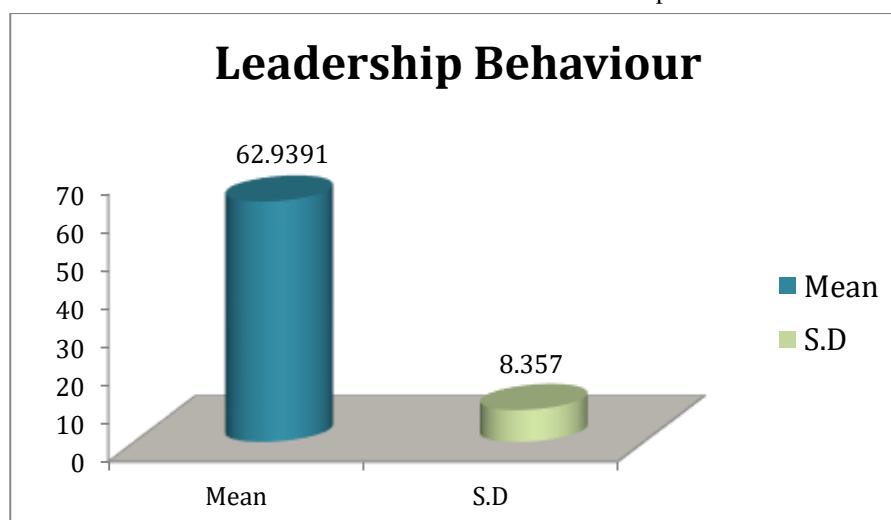
Table 4- Category Wise Mean And Standard Deviation Of Leadership Behaviour

S.NO	VARIABLES	CATEGORY	MEAN	STANDARD DEVIATION
1	Gender	Male	63.953	10.525
		Female	62.654	7.269
2	Locality	Rural	62.2393	8.972
		Urban	64.9483	7.605
3	Family Type	Joint	62.672	8.937
		Nuclear	63.923	8.053

An analysis of category wise means (Table 4) shows that the mean of Leadership Behaviour vary for students belonging to different Gender, Age, Locality, Religion, Family income and Family type.

HYPOTHESIS WISE ANALYSIS

Further the data was subjected to appropriate statistical analysis for testing the Hypothesis.

LEADERSHIP BEHAVIOUR

H.1 There is no significant difference in mean scores of Leadership Behaviour with respect to Gender.

Table 5

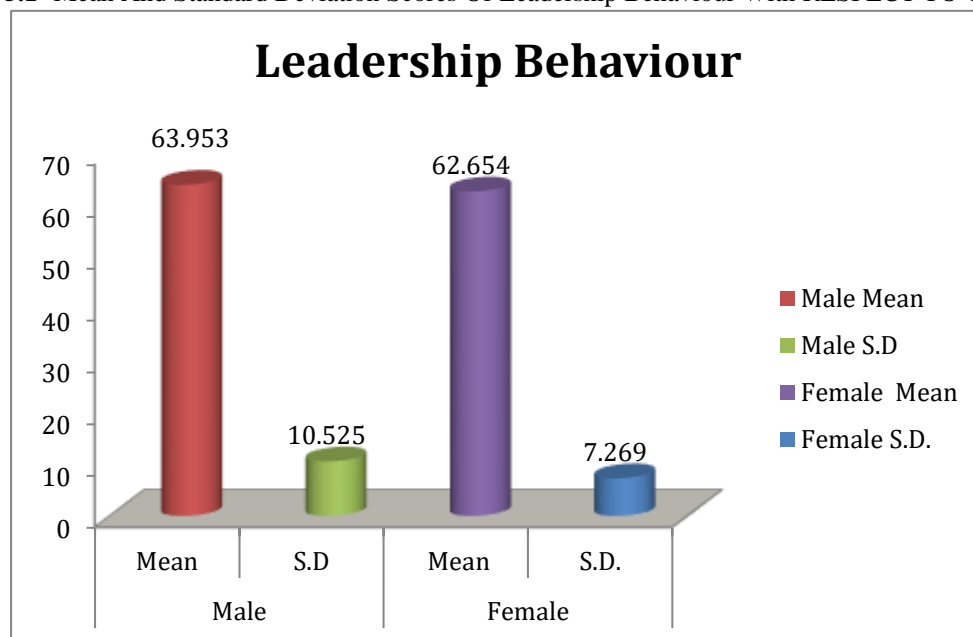| Variables	Male (1)		Female (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Leadership Behaviour	63.953	10.525	62.654	7.269	0.897	Not Significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Leadership Behaviour was 0.897, it was lesser than the tabulated value. Hence the null hypothesis was accepted for Leadership Behaviour with respect to Gender.

Thus

❖ There is no significant difference in mean scores of Leadership Behaviour with respect to Gender

Figure 5.1- Mean And Standard Deviation Scores Of Leadership Behaviour With RESPECT TO GENDER

H.2 There is no significant difference in mean scores of Leadership Behaviour with respect to Locality.

Table 6

Variables	Rural (1)		Urban (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Leadership Behaviour	62.2393	8.972	64.9483	7.605	2.087	0.05 level

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Leadership Behaviour was 2.087, it was greater than the tabulated value. Hence the null hypothesis was rejected for Leadership Behaviour with respect to Locality.

Thus

❖ There is significant difference in mean scores of Leadership Behaviour with respect to Locality

Figure 6.1

MEAN AND STANDARD DEVIATION SCORES OF LEADERSHIP BEHAVIOUR WITH RESPECT TO LOCALITY

H.3 There is no significant difference in mean scores of Leadership Behaviour with respect to Family Type.

Table 7

Variables	Joint (1)		Nuclear (2)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D.		
Leadership Behaviour	62.672	8.937	63.923	8.053	0.952	Not Significant

The tabulated value of t was 1.96 at 0.05 level and 2.58 at 0.01 level.

The calculated value of t in Leadership Behaviour was 0.952, it was lesser than the tabulated value. Hence the null hypothesis was accepted for Leadership Behaviour with respect to Family Type.

Thus

❖ There is significant difference in mean scores of Leadership Behaviour with respect to Family Type

Figure 7.1

MEAN AND STANDARD DEVIATION SCORES OF LEADERSHIP BEHAVIOUR WITH RESPECT TO FAMILY TYPE
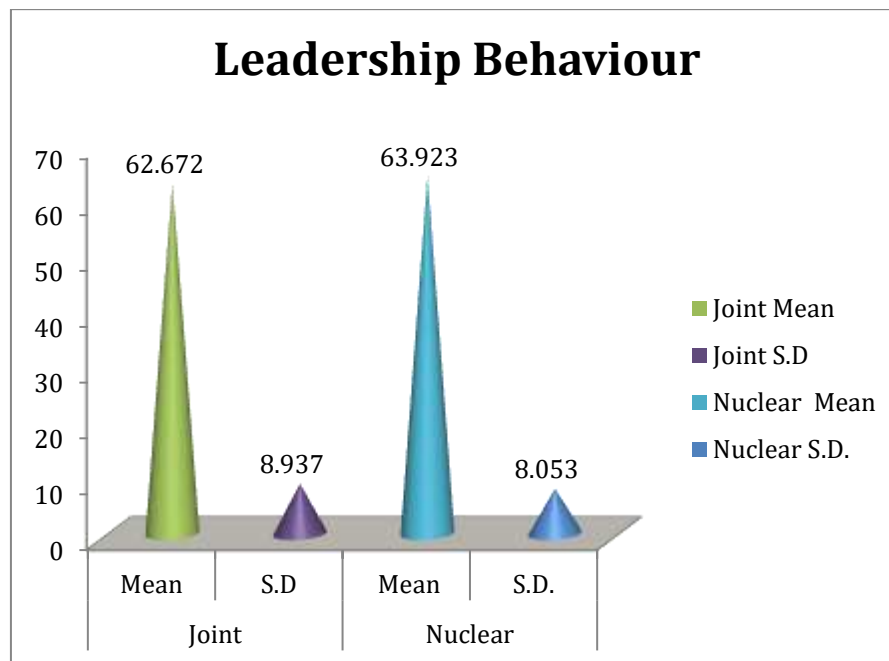
5. LIMITATIONS OF THE STUDY

- Present study is confined to higher secondary students in chetpet.
- The present study was primarily questionnaire based and such studies have its own inherent limitations.
- The study was confined to only 6 higher secondary schools from chetpet in Thiruvannamalai district.
- The main objective of the study is to find out the Leadership Behaviour was considered.

6. MAJOR FINDINGS OF THE STUDY

1. There is no significant difference in mean scores of Leadership Behaviour with respect to Gender
2. Urban students have high leadership behavior when compared to Rural students.
3. There is no significant difference in mean scores of Leadership Behaviour with respect to Family type

7. SUGGESTIONS FOR FURTHER RESEARCH

1. The present study has focused on higher secondary students. A similar study could be conducted with matriculation and secondary school secondary and College Students.

2. Leadership Behaviour can be studied in relation to some other variables like Age, Home environment, School environment, Self-esteem etc.,

3. A study could be made on the influence of Leadership Behaviour on the performance of students in schools.

8. CONCLUSION

It is fondly hoped that this study will be helpful to all the learners, teachers, educational policy - makers, to identify certain things in this effort which is a miniature piece in education. It is useful particularly for outlook researchers to choose various problems helpful for giving guidelines in the field of education. This research in education is a humble effort made by the researcher. It has helped the researcher to gain some knowledge in this work, a sense of fulfillment and achievement and also skill to solve problems in education.

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