

GENDER AND SCHOOL LEADERSHIP

Gender Consideration in School Leadership: Study of Gender Difference in Leadership styles of School Heads of Kendriya Vidyalayas Under Kendriya Vidyalaya Sangathan
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ABSTRACT

School leadership is dynamic and complex. It is the position in which school leaders guide or instructs in an organization. It requires immense knowledge and skills as it involves human resources from different age groups at a time. So, the leadership style of school heads plays a crux role in the success of the organization and even the basic function of a school. Every leadership style has its strengths and weaknesses. So, it's the need of the hour for school leadership to pinpoint their leadership style and understand how it impacts the overall effectiveness of their schools.

The topic of gender and leadership styles deserves serious and thoughtful consideration due to the professional, political, social, cultural changes of the 21st century. Women's participation is increasing in every field. So, women and men both should be leaders. This study purpose to thoroughly analyze the leadership styles adopted by male and female leaders in Kendriya Vidyalaya's under KVS RO Chandigarh jurisdiction. Gender refers to the characteristics of women and men that socially constructed. This includes norms, behavior and, roles associated with being a man and a woman as well as relationships with each other. Gender is an individual difference. Are there any gender differences in the emotional intelligence of men and women?

Human beings are emotional. Emotions are drivers of their behavior. Emotions consciously and unconsciously affect human reactions in different situations. Emotional Intelligence is the ability of individuals to understand their own emotions and those of others. This topic became popular in 1995 after the publishing of best- selling book Emotional Intelligence, written by Science Journalist Daniel Goleman. He defined EI as the group of skills and characteristics which highly affect leadership performance.

In this study, six leadership styles based on Emotional intelligence By Daniel Goleman are used to assess the leadership styles of school heads.

This study outcome can be used to optimize the leadership effectiveness of men and women school leaders.

Keywords: School leadership, leadership styles, school heads, emotions, emotional intelligence, Daniel Goleman

Introduction-

Education is the best investment a country makes in its future. It is a powerful weapon that we can use to change the world. It improves health livelihood and also contributes to social stability.

According to the UDISE+ portal in the academic year (2018-19), there were 15.5 lakhs schools, and 24.8 crores students were studying in these schools. This data shows the significance of school education. Today's children are the future of tomorrow. They are considered future builders of every nation. In previous years, schools were meant for academics only. But now in 21st century, a child learns more than subjects. No doubt that schooling and education are important agents of change. The education, skills, and information acquired in school help to improve livelihood, enhances children's social skills, contribute to social stability, promote child development, improves our societies, and drives long-term economic development. So, whether it is about financial security, commanding respect, family stability, or community development and learning, the importance of schools cannot be undervalued.

Due to societal and technological changes throughout the world in 21st century, families and schools are changing rapidly. As the development of children depends on families and

schools. Due to societal and technological changes, schools are becoming more complex. For the success of education, effective school leadership is required. It is necessary to ensure that young people should acquire the skills and knowledge needed in 21st century.

School leadership-

“The single biggest way to impact an organization is to focus on leadership development.

There is almost no limit to potential of an organization that recruits good people, raises them up as leaders and continually develops them. -John Maxwell”

School heads are responsible for the overall management of schools. They ensure the delivery of high- quality of education to children. They maximize opportunities for teachers and students to be successful. They commend the schools and deliver local education solutions to the aspirants and demands of parents and the wider school community. They perform three main roles in leadership are Instructional leadership, organizational leadership, and team leadership.

The term school leadership came into existence in the late 20th century due to societal and technological changes. At that time expectations were made on schools for higher level of pupil achievement and schools were expected to improve and reform. These expectations were enforced to fix accountability at the school level. Administration and management are terms that imply stability through the exercise of control and supervision. The concept of leadership was promoted due to its dynamism and pro-activity. The Principal or school head always consider as the school leader. However, school leadership may include other persons such as members of a formal leadership team and other persons who contribute towards the aims of the school.

Importance of School leadership

School leadership is important to deal with the complex challenges those schools are facing in 21st century. Now school leadership is priority in education policy agendas across the world due to its importance in improving classroom practice, school practices and connections between school and community.

It contributes to high achievement of students by creating the conditions and environment in which teaching and learning occurs. An extensive research on school effectiveness and improvement in different countries and school contexts has consistently highlighted the pivotal role of school leadership in making school more effective. (Scheere and Bosker, 1997, Teddie and Reynolds, 2000, Townsend, 2007)

It creates bridge for educational policy and practice. School leadership plays a key role to implement educational reforms. It is written by many researchers that top down versus bottom up strategies for school improvement and there is unanimous agreement that both need combined and synchronized (Fullan 2001; Hopkins 2008; Moos and Huber, 2007). Top level can provide policy directions to schools, and these policies implementation success depends on the motivations and actions of school leadership.

It links to school and community. Schools are changing rapidly. Now the goal and objectives of the schools and means and ways to achieve these are not static, due to new challenges like changing demographics patterns, migration, changing labor markets, new technologies and rapidly developing of knowledge. Schools are under pressure and its role of school leadership to deal efficiently and effectively with these changes.

Leadership styles

It refers to an approach taken by a particular leader. It can be a directive or commanding style or participative or collaborative style. It can be a leader who has a visionary style or who is coaching-centered. Some leaders use similar style of leadership styles in almost all situations. Other leaders flex their style to meet the particular needs of each situation encountered by them. As an authority figure, leadership is key to success for school heads. The Leadership Style of a school head is a melting part of his/her personality, life experiences, natural preferred communication style, level of emotional intelligence, and perspective. School heads need to know their style of leadership and how this may impact others. Because as an authority figure, leadership is key to success for school heads. When as a school head when you know about your leadership style and have a clear idea about your strengths as well as your weaknesses. This can help a school head to minimize his/her blind spots which might derail him/her in a particular situation.

(Vivianc Robinson 2007) in an analysis of research into the effectiveness of different types of leadership on students' academic and non-academic outcomes, she identified six leadership dimensions having moderate to large effect on outcomes, these were following:

- Establishment of goals and expectations
- Strategic resourcing
- Planning
- Coordinating and evaluating teaching and the curriculum
- Promotion and encouragement to participate in teaching and learning development.
- Ensuring an orderly and supportive environment.

The more school leaders focus on their professional relationships, their work, and their learnings on the core activity teaching and learning. It has a greater influence on students' outcomes.

Emotions-

Emotions are the biological state which is related with nerve system of human's beings which brings neurophysiological changes in human beings like thoughts, feelings, behavioral responses and a degree of pleasure. There is no specific scientific definition of emotions.

Emotions are complex. As per many studies, emotions involve different aspects such as subjective experience, cognitive processes, expressive behavior, psychophysiological changes, and instrumental behavior.

Human beings are emotional creatures. School leaders work, and interact with people of all ages daily. Emotions play an important role when connecting to them.

Gender differences and Emotional Expressions

It describes how men and women express their emotions. A general stereotype assumes that women are more emotionally expressive than men.

Nature versus Nurture

This debate involves whether human behavior is determined by the environment, or during prenatal development or during a person's life, or by behavioral genetics. According to nature and nurture, biological factors have an important role in influencing emotional expression.

One focal biological assume it is related to cognitive differences in genders.

In 2008, a study was conducted by using functional magnetic resonance imaging (fMRI) and monitored the brain activity of participants. As a result, researchers found that men and women have different neural responses at the time of negative emotions experienced.

“There was less upsurge within the prefrontal region of men which is connected with self-regulation, analytical, and focusing of one’s attention as compared to women. There was a reduction in an amygdala which is associated with emotional responding of humans and there was a lesser engagement of ventral striatum, which is associated with decision making and reward-related behavior.” (McRae, Ochsner, Mauss, Gabrieli & Gross 2008) The way men’s and women’s minds react to emotions probably impacts the expression of those emotions.

Gender differences have biological origins which communicate with the social environment in different ways. Biological theorists agree that men and women have inherent variations that exist at birth, but manifest with age and maturation as a result of encounters with their respective environments. (Chaplin & Aldao, 2012).

Emotional Intelligence-

It is the ability to perceive emotions in oneself and others accurately. It is the capacity to comprehend feelings, emotional language, and the signals conveyed by emotions. It’s also the ability to manage emotions so as to attain specific goals.

The traits of emotionally intelligent people are following:

- To handle complex situations
- To express themselves and gain respect
- To influence others and get help from others
- To recognize their own emotional reactions

- To manage self and others while negotiating

They motivate themselves and always stay positive.

Peter Salovey and John Mayer defined emotional intelligence as “the capacity to observe one’s feelings, distinguish between various emotions and name them appropriately and use emotional information to instruct thinking and behavior.” It was classified into four abilities: perceiving, using, understanding, and emotions. These capabilities are distinct yet related to each other.

Gender difference and Emotional Intelligence

There are two main concepts of emotional intelligence.

Social cognition

This feature is what permits individuals to interpret tone, language, facial expressions, and visual communication. Individuals use social psychological feature subconsciously because it is part of society. It is a very important part of emotional intelligence and incorporates social skills like recognizing facial expressions, body language, and other social stimulus.

A review published in the journal *Neuropsychology* found that women are better at recognizing facial expressions and emotions in general.

Men were better at recognizing specific behavior like anger, aggression, and threatening cues. This study was with a sample of 3500 individuals from ages 8-21, who found that women performed better than men on face memory and all social cognition tests. In another study published in *Cerebral Cortex* Journal in 2014, found that women had longer activity in the right temporal cortex, a necessary core of the social brain connected

to perception and understanding the social behaviors of others such as intentions, emotions, and expectations.

A meta-analysis of the study of 215 samples of researcher A.E. Johnson and D Voyeur in the journal *Cognition and emotion* observed that women had an overall advantage in emotional recognition. Other studies also indicate that women have superiority to discriminate vocal and facial expressions and also having the ability to accurately process emotional speech.

Two reviews were published in the journal ***Emotion*** also found that adult women are more emotionally expressive than men but the size of this gender difference varies with the social and emotional context. The researchers also found that three main factors like gender-specific norms, social role, and social obligations, and emotional intensity predict the size of gender differences in emotional expressiveness.

Empathy-

It is the ability to understand or feel what another person is experiencing from their point of view. As a meta-analysis by researcher Rena A Kirkland in 2006 in the North American Journal of psychology, she spotted that there is significant gender difference favoring women in the “Reading test of the mind” test. It is an advanced ability measure of cognitive empathy. She involved 259 studies across 10 countries in this analysis.

In a study which was published in the Journal Neuroscience & Behavioral Review also revealed that there are gender differences in empathy from birth. Females are on average possess higher empathy than males at all ages.

In another research, from PLOS outcomes, it was found that Gender difference in empathy depends on the method of assessment. Experimental and Neuropsychological

measures show that no consistent gender difference. In a comprehensive study (n=10,802) the researcher measured with an experimental empathy for pain task (EPT). Outcomes showed some difference but with minuscule effect sizes.

Theoretical /Conceptual Framework

The Goleman Leadership styles or (The six emotional leadership styles)

“Direction attention towards where it needs to go is a Primal task of Leadership.”-Daniel Goleman

Daniel Goleman- He is a psychologist, former journalist to the New York Times. He is a co-director of the consortium for Research on emotional intelligence in organization. His book Emotional Intelligence (1995), is one of the most influential books. This book was on the New York Times best seller list for over a year and a half.

In the book the author Daniel Goleman, argues that Emotional Intelligence of people is more important than IQ. People who well-adjusted emotionally were more likely to have better leadership skills, mental health and job performance.

He suggested that this skill could be taught in schools to enable the students to turn into stable employees and leaders in the future. The author who listed the methods EI could be integrated into the school curriculum. The theory of Goleman's has come under severe criticism as it has contended that Emotional Intelligence is not really an intelligence but just a set of behavioral traits.

His book, Primal leadership, co-written with Richard Boyatzis and Annie McKee was published in March 2002 by Harvard Business School Press,

Primal Leadership denotes to the emotional aspect of leadership. Goleman as well as Richard Boyatzis and Annie McKee, pinpoint the idea of the resonant leader. This study is based on Daniel Goleman's six leadership styles which were presented in this book Primal Leadership.

Emotional Intelligence is the basis of entire framework, together with the concept of resonant leadership. According to this entire framework emotional intelligence is one of the first and single most important parts of Leadership. To lead, a leader must understand the emotional sides of different aspects as well as the emotions of the people whom he leads. These needs to be some basic rapport and emotional understanding to believe understand and be willing follow to a leader.

His leadership styles are based on four fundamental capabilities: self –awareness, Self-management, social –awareness, and social skills.

1. Self –Awareness

- It is the ability to read and understand self-emotions as well as recognize their impact on work environment and work performance.
- Accurate self-assessment, a realistic evaluation of self-strengths and limitations.
- Self-confidence: a strong and positive perception of self-worth

2. Self-Management

- Self-control: The ability to keep upsetting emotions and impulses under control.
- Trustworthiness: a continuous display of honesty and integrity
- Conscientiousness: the ability to manage self and responsibilities.

- Adaptability: the ability to adjust to changing situations and overcoming obstacles.
- Achievement orientation: having passion and desire to accomplish goals.
- Initiative: a readiness to seize opportunities.

3. Social Awareness

- Empathy: the ability to sense other people 's emotions, understanding their perspective and taking on active interest in their concerns.
- Organizational awareness: the ability read the aspects of organizational life, build decision networks and navigate politics.

4. Social Skills

- Visionary leadership: the ability to take lead and inspire with a compelling vision.
- Influence: the ability to have an effect on people with convincing tactics.
- Developing others: the tendency to encourage the ability of others through feedback and guidance.
- Communication: the skills at listening and at sending clear, convincing and well-timed messages.
- Change catalyst: ability to initiate new ideas and leading people in a new direction.
- Conflict management: the ability to downscale disagreement and organize resolutions.
- Building bonds: proficiency at cultivating and maintaining a web of relationships.
- Teamwork and collaboration: proficiency at promoting cooperation and building teams.

RESONANT LEADERSHIP

In Primal leadership, Goleman, Boyatzis, McKee construe the concept of resonant leadership.

Resonance is the ability to synchronize with one another and resonant leader work on emotional intelligence to direct their feelings to help a group meet its goals. Resonant Leadership can calibrate the requirement of a team of people.

What is Resonant Leadership?

It is the ability of a leader to create a positive emotional impact on others by using Emotional Intelligence. This leadership trails positive and energetic zestful emotions and puts people in Emotional synch. Successful execution of resonant leadership in a group results in emotional comfort, cooperation, idea sharing and strong emotional bonds that help the team through tough times.

Six Leadership styles

Daniel Goleman has divided six leadership styles based on emotional intelligence into two categories.

(i) Leadership styles which creates resonance and boost performance of people are, visionary leadership, affiliative leadership, coaching leadership, democratic leadership.

(ii) Leadership styles which creates dissonance if used in excessive or in wrong manner are commanding leadership and pacesetter leadership.

Part1- The Resonant Styles

(1) Visionary style/Authoritative Leadership style- “Let’s remind ourselves of the biggest purpose”

Primary Objective- It is built on inspiring and motivating people to pursue a long-term vision.

It is also referred to as an authoritative style. The visionary leader moves people toward a shared goal. They empower others to utilize individual innovation, experimentation, and grant permission to take a calculated risk. Leader believes in the vision and acts as an inspiration for the employees and subordinates.

A leader using this style:

- Focus on the future with an articulated mission and team commitment.
- Seeks individuals' point of view on the vision without surrendering authority and undermine the integrity of the mission.
- Influence others by elaborating and exploring the vision.

Pro –

- ❖ Positive and inspirational vision of the future wins people's hearts.
- ❖ Relationships are built and new leaders are developed.
- ❖ Communication and conflict management are used to unite the team.

Cons-

- ❖ If the team doesn't have the skills and leader doesn't partner with the coach, the vision will turn into frustration,
- ❖ Leader must be authentic to gain commitment

(2). Affiliative style- "People first, task second"

Primary objective- Team is connected and harmonious.

Leader is a star at building team and promoting harmony among subordinates. Praise and information sharing are abundant. This leadership style is defined by empathy. These leaders are sensitive to other's problems and prioritize people over goals.

A leader using this style:

- Emphasis on individual rather than tasks
- Shares emotional challenges with the subordinates in an appropriate manner.
- Heals rifts in team, rewards individuals' qualities as much as the delivery of the task.

Pro-

- ❖ Team morale is high because there is positive feedback.
- ❖ Team members trust each other and are loyal to the endeavor.

Cons-

- ❖ Poor performance may not be addressed.
- ❖ Functional conflict is healthy, leader needs to promote healthy confrontation of problems.

(3) The Democratic Style- "Let's work it out together".

Primary objective- Building commitment and generation of new ideas.

This style relies on subordinate's commitment to goals. Such leaders possess high levels collaborative skill, team leadership, and communication skills. They share decision -making responsibilities among the group. Leader role is to determine who participates and to identify consensus.

A leader using this style:

- Believes that individuals have the capability to develop the appropriate direction for themselves and their team.
- Recompense adequate performance and rarely gives negative feedback.

Pro-

- ❖ Team morale is high because decisions are brought into.
- ❖ Better ideas are discovered because there are more brains and accountability.
- ❖ Communication and conflict management techniques are used to unite the team.

Con-

- ❖ Be aware of team member communication styles and use the appropriate tools to collect decision fairly.
- ❖ Must agree if unanimity majority or plurality clinches the decision.
- ❖ Difficult to manage an emergency.

(4) The coaching style- “Let me help you develop”

Primary objective: Long term professional development of individuals.

Leader recognizes talent and build skills. These leaders develop for future and work like as a counsellor not boss. This is “Try this” approach.

A leader using this style:

- Helps employees to identify their strengths and weaknesses in the light of their aspirations and connect those traits and aspirations with the goal of the organization.

- Provide on-going support, training and feedback.

Pro-

- ❖ Leader is building leaders.
- ❖ Leader can see the future and cultivate the skills necessary to compete and win.
- ❖ Talent is recognized and challenging goals are set and accomplished.
- ❖ Development plans and challenging goals are embraced by the team.

Cons-

- ❖ Takes time to coach.
- ❖ Won't work if employees don't want to build new skills.
- ❖ Won't work if leader lacks coaching skills, e.g. empathy, emotional intelligence etc.

Part II- The Dissonant Styles. Apply with Caution

(5) Pacesetting style – “Do It my way”

Primary objective: Accomplishing tasks to high standard of excellence.

Leader expects excellence and self-direction. This is the “Do as I do, now!” approach. Leader sets high performance expectation for the team and is working hard to meet his or her own challenging performance goals.

A leader using this style:

- Sets high performance standards and exemplifies them himself.
- Obsessed with doing things better and faster.

- Quickly pinpointing at poor performance and demanding more and becoming a micro manager.
- Has little sympathy for poor performance.

Pros-

- ❖ Team respect a leader that is an expert in the field and has a solid work ethics.
- ❖ Leader accomplishing goals alongside the team.

Cons-

- ❖ Beware that the leader's self-esteem isn't based on always being number one.
- ❖ Team must have the skills because they won't get coached.
- ❖ Leader may be so involved in the immediate goal that the bigger strategy could be missed.

(6) Commanding Style /Coercive leader- "Do it because I say so"

Primary objective: Immediate compliance.

Commanding authority rules by fear. Leader demands immediate compliance. He believes in giving order and no chance of equal opportunity, and affiliation. He prefers on strict control over the company.

A leader using this style:

- Gives lots of directions regarding what to do.
- Strict control through monitoring.
- Feedback emphasize what is wrong and achieve compliance.

Pros-

- ❖ Leader thrives in crisis as power and dominance are demonstrated and full compliance is expected.
- ❖ Removes complexity of decision away from the team.

Cons-

- ❖ Employees only work out of fear. They will be looking at opportunity to reciprocate.
- ❖ Low morale and employees will not do any more than is expected.
- ❖ Better solution or ideas will not be identified by those who know the work.

METHOD-

Quantitative method is used for this study. A questionnaire was used to collect the data. It was based on the work of George Lit win and Richard Stringer, psychologist from Harvard University. This questionnaire also considers the six leadership styles of Daniel Goleman. There are 36 questions in this questionnaire. It is a 5 scale questionnaire.

FINDINGS

There are 56 Kendriya Vidyalayas in Chandigarh region. This study is conducted on 16 school heads of this region. A questionnaire was shared with all in Google form. 8 women school heads and 8 men school heads submitted their responses. The collected data result is as below:

Age group	40-45	45-50	50-55	55-60
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Women	2	2	0	4
Men	6	2	0	0

KENDRIYA VIDYALAYA SANGATHAN CHANDIGARH REGION

Women school head leadership styles score table

COMMANDING	PACE SETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
17	22	30	30	25	27
16	21	24	26	24	28
15	19	20	19	28	28
12	18	20	23	23	24
14	20	21	21	18	18
14	16	21	17	19	21
4	11	28	21	26	17
8	18	18	21	22	17

KENDRIYA VIDYALAYA SANGATHAN CHANDIGARH REGION

Men school heads leadership styles score table

COMMANDING	PACE SETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
20	17	26	23	28	19
18	16	23	23	26	26
15	20	22	20	25	23
18	19	19	19	24	23
16	18	17	22	26	20
13	15	19	23	22	25
10	13	22	18	17	24
6	15	17	16	24	21

Gross total of each leadership style score

GENDER	COMMANDING	PACSESETTING	DEMOCRATIC	COACHING	AFFILATIVE	VISIONARY
Women	100	145	182	178	185	180

Men	116	133	165	164	192	181
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Mean and standard deviation of women school heads for all six leadership styles

Women	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
Mean (μ)	12.5	18.125	22.75	22.25	23.12	22.5
Standard deviation(σ)	4.12	3.21	3.96	3.83	3.17	4.55

Mean and standard deviation of men school heads for all six leadership styles

MEN	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
Mean (μ)	14.5	16.62	20.62	20.5	24	22.62
Standard deviation(σ)	4.35	2.17	2.95	2.5	3.12	2.28

T test for two independent means result

T-TEST RESULT	COMMANDING	PACESETTING	DEMOCRATIC	COACHING	AFFILIATIVE	VISIONARY
t- value	-0.88192	1.02151	1.13768	1.01187	-0.51949	-0.06488
p-value	.196356	.162171	.137176	.164385	.305768	.474594

Significance level for test -.10

One Hypothesis- There is gender difference in leadership styles of men and women.

However, the t-test result table shows that the result is not significant $P < .10$. As per t-test result that there is no significant gender difference in leadership styles of women school heads and men school heads of Kendriya Vidyalaya Sangathan RO Chandigarh. But Mean (μ), and Standard deviation (σ) results have different indications regarding leadership styles. The results show that women school heads ($\mu=22.5$, $\sigma=3.96$) used democratic style more as compared to men school heads ($\mu=20.62$, $\sigma=2.95$). There is the same trend in Pacesetting, coaching and visionary styles. In Pacesetting style, women school heads ($\mu=18.125$, $\sigma=3.21$) have scored more as compared to men ($\mu=16.62$, $\sigma=2.17$). In coaching style, women school heads ($\mu=22.25$, $\sigma=3.83$) have scored more as compared to men ($\mu=20.5$, $\sigma=2.5$). In visionary style, women school heads ($\mu=22.5$, $\sigma=4.55$) have scored more as compared to men ($\mu=22.62$, $\sigma=2.28$).

Limitations of the study- The data sample is small.

DISCUSSION-

Emotional Intelligence competences of each leadership styles are following:

Commanding- Drive to achieve, initiative, self-control.

Pacesetting - conscientiousness, drive to achieve, initiative

Democratic- collaboration, team leadership, communication

Coaching - Developing others, empathy, self-awareness

Visionary- self-confidence, empathy, change catalyst

Affiliative- Empathy, building relationship, and communication.

As many research findings analysis indicate that women's emotional recognition is better than men. They are more expressive and their communication skills are better than men. They are more empathetic than men. This study findings show that Women are using Pacesetting leadership style more as compared to men. Conscientiousness is the emotional competency of pacesetting leadership style. This connotes women's personality trait task, and goal-oriented, organized, self-controlled, and follow norms. Societal gender difference norms and gender roles are the key factor of this competency high rate in women. As already discussed, social cognition, and empathy's biological aspects in women and men. Many pieces of research revealed that Gender has tended to differ in emotional self-awareness, interpersonal relationship, self-regards and empathy with women scoring higher than men. More use of coaching style by women also justifies that women have higher social cognition and empathy than men. Because coaching style emotional competencies are: developing others, empathy, and self-awareness. This study also reveals that men school heads also use an affiliative leadership style more instead of that many research pieces results show that women have more empathy, and are good at building relationships, communication skills as compared to men.

Conclusion-

This study gender difference, and leadership styles need sincere and in-depth analysis, due to change in societal norms, changing perception of society towards women, professional facts, change in the political scenario of the 21st century. It becomes more important in the case of school leadership because schools play an important role in nation-building. Children, male and female, both are future citizens of the nation. Their values are valuable for every society. School leaders, leadership styles affect all stakeholders. So that society can understand and

appreciate that leadership efficiency and effectiveness should not be judged and distinguished on the basis of gender difference.

In fact, gender is a significant way to understand the individual differences. This study uses an emotional intelligence framework to assess leadership styles which is based on fundamental capabilities: self-awareness, self-management, social- awareness and social skills, it needs to acknowledge that this understanding can contribute to optimize leadership effectiveness. This study can be conducted on large a scale for in -depth analysis.

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