

GENDER FEATURES OF PERSONAL CHARACTERISTICS OF STUDENTS-LEADERS

Introduction

The problem of leadership for many years is the focus of many researchers. One of the first developers of problems of leadership was Plato, who in his “State” offered three types of leaders. Later, Machiavelli had an undeniable influence on current studies of political leadership, as well as on the development of techniques for the study of the phenomenon named after him – Machiavellianism [1].

However, the particular interest to the leadership problem was appeared in the XIX century. The greatest influence on the scientists of that period had the work of Herbert Spencer, C. Lombroso, C. Siegel, T. Carlyle, G. Tarde, Freud, G. Le Bon, and especially F. Galton. In these studies, the idea carried out that those who commanded, and those who obey, differ from each other. In general, all the works of the XIX century on the issue of leadership is characterized by the fact that scientists have just expressed their views, and the proof is the historical or literary examples. XX century marked the beginning of the experimental study of this phenomenon. Leadership studies have found, on the one hand, under the powerful influence of the work of the XIX century. On the other hand, under the emerging approaches such as behaviorism, Gestalt psychology, psychoanalysis, etc.

In leadership development in our country there are significant changes in recent years. In Kazakhstan two trends are clear – the institutionalization and professionalization of leadership. Modern leaders more than ever, are subject to the decision of ordinary, everyday, creative tasks.

Since the mid-1970s gender psychology of leadership is formed. A powerful wave of the women’s movement in the West end of the 60’s – early 70-ies of the twentieth century gave rise to the development of research, which is now called gender. Gender is one of the central and fundamental concepts of modern society. Being born, people, male and female immediately get into the existing system of relations [2].

Gender system crucially affected on people. As Ilyin noticed, a negative attitude towards women’s leadership traditionally have shown supporters of Freudianism. The leaders, women were owners of unhealthy gender identity, and their desire for leadership, called

“phallic”, seen as a manifestation of the inferiority of women who envy men [3]. According to Andreeva, the leader is a member of the group, which extends from the interaction of team members to organize the group in solving a particular problem. It demonstrates higher than other members of the group, the level of activity, participation in effect solving this problem [4]. D. Myers analyzes the developments made over the last ten years. The result was the identification of features of the most effective leaders in today's conditions. The following traits are noted: self-confidence, generating support from followers; availability of compelling ideas about the desired status and the ability to communicate them to others in simple and clear language; an adequate supply of optimism and faith in his people, to inspire them; originality; energy; integrity; complaisance; emotional stability [5].

Bennis had investigated 90 leaders identified four groups of leadership qualities:

1) The management of attention or the ability to present the purpose of appealing to followers;

2) The value of the control, or the ability to transfer the value of an idea so that it is understood and accepted by followers;

3) trust management, the ability to build or work with constancy and consistency to get the trust of subordinates;

4) a control, or the ability to know and to recognize their strengths and weaknesses, so, to strengthen their weaknesses, to attract other resources [6].

According to Kossen, the leader has such features as: creative problem solving; the ability to present ideas, persuasiveness; the desire to reach the target; listening skills; honesty; constructiveness; sociability; breadth of interests; self-esteem; self-confidence; enthusiasm; discipline; the ability to “hold on” at all times [7]. A.R. Chapman highlights another set of features in 2003: insight, common sense ideas of wealth, the ability to express thoughts, communication, expressive speech, self-esteem, perseverance, strength, poise, maturity [8].

Thus, the consensus about the qualities which leader should possess does not exist. Ideas about the presence of certain leadership qualities of the person based on gender in the scientific literature allowed us to identify the basic qualities of a leader: such as responsibility, self-confidence, sociability, self-discipline (the ability to control their behavior, feelings, emotions, adequate and correct attitude towards others, punctuality, ability to govern themselves.), the ability to influence on others. Interest in the study of gender peculiarities personal characteristics of student leaders seems to us one of the

priorities of gender psychology of leadership at the present time. This is due to our assumption that girls are more responsible, emotional, punctual, but less persistent while boys more purposeful, control their behavior, feelings and emotions, self-confident and sociable.

Main part

In order to study gender-specific personal characteristics of the student leaders we conducted psychological research with students of Pavlodar state pedagogical institute of full-time study at the age of 17 to 25 years. The sample research were 60 participants: 30 girls and 30 boys. The group for research students were selected through stratified random sampling (the students were divided into groups according to certain characteristics, in this case – on the gender differences). We have assumed that by identifying personal characteristics of student leaders, we define their gender characteristics, which will be important for the development of leadership skills in girls and boys and develop effective recommendations for girls and boys to develop their leadership skills.

For psychological diagnosis we used the following methods:

– Method of “I – leader of Fedorova and Eremina in modification of Mironova;

– Method of “Self-Leadership”;

– Technique “Man, ripping off an apple from the tree”;

– Questionnaire “Identifying training resources.”

In a research to calculate the correlations, we used the criterion r – Spearman. Processing of the results calculated with the help of statistical software package «Statistika 8».

According to the study by the method of “I – leader” we have identified, what qualities and skills leaders-students have. We found, 80% of students have a high level, 17% – average and 3% – a low level of ability to govern themselves. 35% of girls and 45% boys are among these participants. These figures indicate that women are more emotional, their mood is more subordinate to physiological processes and therefore they are not as good as boys in the process of governing themselves.

92% of students have a high level, 8% – the average level of awareness of the target (“know what I want”). With a number of 40% of girls and 52% boys. These indicators show that the girl because of her severe mood variability and pessimism in assessing the prospects do not know what they want in this regard, and have low awareness in the target.

75% of students have a high level and 25% – the average level of problem-solving skills, where 37% of girls and 42% boys. This indicates that the girls because of sentimentality, the desire for emotional involvement and exposure do not see the correct solution to the problem, and therefore have low rates.

83% of students have a high level, 15% – average, 2% – a low level of availability of creative approach, where 35% of girls and 48% boys. Creativity is significantly higher in the group of young men, and spiritual potential is higher in women, and this applies both to describe the self-image and the image of the ideal man in general.

70% have a high level, 28% – average, 2% – a low level of influence on others, where 33% of girls and 37% boys. Boys are more independent in their

self-assessments by the opinions of others. This is one of the advantages of the influence on others.

78% of students have a high level, 22% – the average level of organizational skills, where the girls 35%, of boys 43%. These figures indicate that the young man is faster and easier to make decisions.

92% of students have a high level, 8% – the average level of ability to work with a group, where 42% of girls 50% of boys. Dominance of the girls accompanied the independence of the social conditions heteroaggressiveness, among boys the same – dependence on the views of the group.

As the result of this study with the help of the method of “Self-leadership” we have determined the actual level of manifestation of leadership in the joint venture. The results are given in Figure 1:

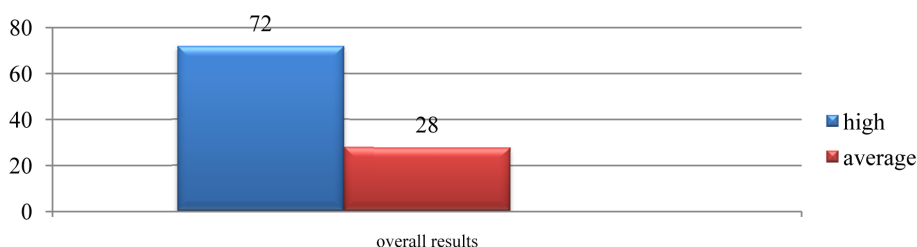


Figure 1 – Self-Assessment leadership in team work, %

We found (Figure 1) that the total number of students participating in the study, 70% have a high level

while 30% have the average level of leadership in self-esteem, where 30% of girls and 42% boys (Figure 2).

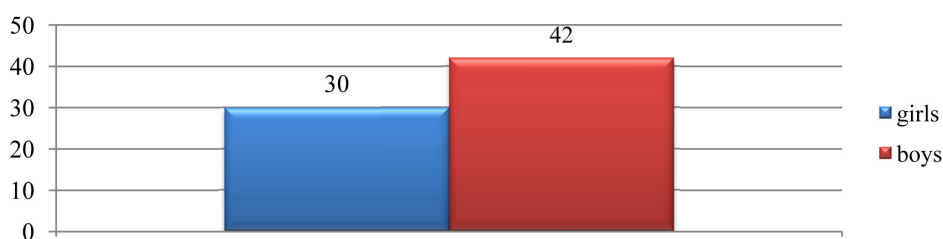


Figure 2 – Self-Assessment leadership of young people (high level), %

From Figure 2, we see that boys have higher rates than women in leadership's self-assessment. These figures indicate that the self-esteem of girls is a reflection of the relationship of personality to the person, whereas boys have higher self-esteem and more confident. The study on the test, “Man, ripping off an

apple from the tree”, we have determined what purpose girls and boys are able to put. 52% of students are able to present a complicated goal, where 20% set goals appropriate to their abilities and 28% do not know how to set goals. Most of the students are motivated and know how to set goals.

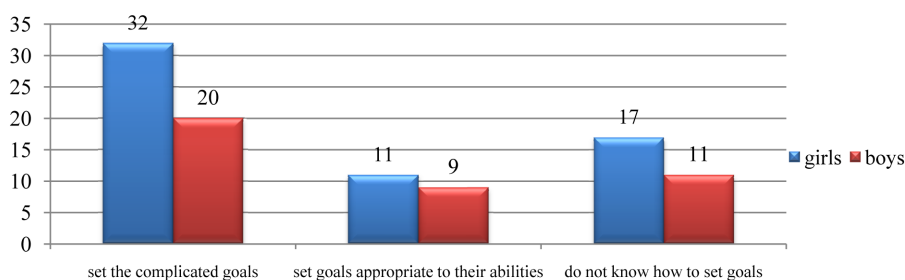


Figure 3 – The ability to set goals by girls and boys, %

From Figure 3 we see that putting complicated goals are able 32% of girls and 20% boys, set goals appropriate to their abilities – 11% of girls and 9% of boys, do not know how to set goals – of 17% and 11% of boys. Thus, women have high rates. It may be concluded that girls are motivated differently in achieving the goals than boys.

According to the questionnaire, “Identification of training resources,” we have received the following information. The overall training

resources result was 81% of girls and 90% of boys. Thus, we see the motivation and degree of involvement in the training activities make 77% of boys and 72% of girls, leadership among the boys is 15,3% and 14,8% among girls. Consequently, boys have higher scores on all scales in identifying learning resources.

Motivation and level of involvement in the educational activity among girls is 72%, and 77% of boys. Boys have higher rates.

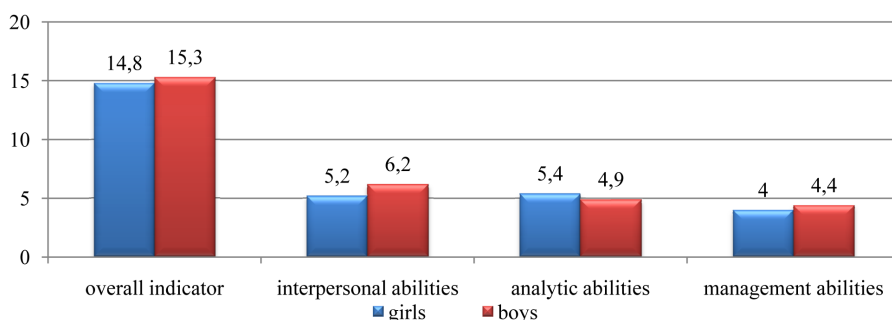


Figure 4 – Leadership, %

The criterion of the leadership (max. 20%) includes the interpersonal abilities of 7%, analytical abilities of 7% and management abilities of 5%.

We found (picture 4) that interpersonal abilities and management abilities are more common for boys, while girls possess more analytical abilities.

After analyzing the results of the questionnaire, we came to the conclusion that in the sample boys have to a greater extent

leadership abilities than girls, and this means that they are more assertive, able to intelligently take risks, are capable of overcoming obstacles on the on the achieving the goal.

For the calculation of correlations we conducted a correlation analysis with a purpose to calculate how interconnected the personal characteristics of students (boys and girls). To calculate the correlations we selected rank correlation coefficient of r – Spearman, because signs are measured on an ordinal scale. The results are shown in Figure 5.

Spearman Rank Order Correlations (Spreadsheet3)																
MD pairwise deleted																
Marked correlations are significant at p < .05000																
Variable	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10	Var11	Var12	Var13	Var14	Var15	Var16
Var1	1,000000															
Var2	0,395237	1,000000														
Var3	0,422010	0,495813	1,000000													
Var4	0,318981	0,438918	0,599101	1,000000												
Var5	0,333881	0,479201	0,457244	0,572933	1,000000											
Var6	0,411953	0,422298	0,547476	0,490403	0,515354	1,000000										
Var7	0,430788	0,398211	0,590507	0,588567	0,448502	0,659956	1,000000									
Var8	0,252271	0,406973	0,360483	0,433987	0,508825	0,496720	0,566794	1,000000								
Var9	-0,179721	-0,036154	-0,072270	-0,226121	-0,158370	-0,233930	-0,230480	-0,134830	1,000000							
Var10	-0,102561	-0,174591	-0,011441	-0,050361	-0,198271	-0,236751	-0,026581	-0,240081	0,105641	1,000000						
Var11	-0,090981	-0,197921	-0,020451	-0,037751	-0,064661	-0,170141	-0,001771	-0,068921	0,021991	0,548904	1,000000					
Var12	-0,045881	0,002951	-0,176221	0,061201	-0,055121	-0,033371	0,070551	-0,029381	-0,145141	0,088942	0,215261	1,000000				
Var13	-0,218541	-0,210471	-0,038231	-0,102311	-0,174091	-0,251251	-0,027461	-0,192501	0,051141	0,575506	0,842881	0,299647	1,000000			
Var14	-0,000451	-0,009091	0,134447	0,002407	0,094643	0,015648	-0,056411	0,204896	0,062812	-0,518601	-0,069561	-0,646631	-0,245351	1,000000		
Var15	-0,032021	0,122727	0,072284	0,050374	0,076633	0,036314	0,071511	0,231552	-0,014861	-0,040751	0,590291	0,014594	0,295548	0,413991	1,000000	
Var16	-0,049861	0,367316	0,068691	0,010407	0,024491	0,127800	0,137381	0,046771	-0,019541	0,011581	-0,153481	0,073631	0,064621	-0,333551	0,135531	1,000000

Figure 5 – The results of calculation in r criterion – of Spearman

The calculation results showed the positive and negative correlations between the study criteria, as a group of girls and boys in the group.

In the group of girls, we found a positive correlation between the ability to govern themselves and the ability to solve problems, influence on others; awareness of the purpose and the ability to solve problems; motivation and engagement in learning activities; interpersonal and managerial skills, etc.

In the group of boys, we found a positive correlation between the ability to govern themselves and the knowledge goals, the presence of creativity; awareness of the purpose and the ability to solve problems; organizational skills and ability to work with a group; motivation and management skills; interpersonal and managerial skills, the presence of creativity and influence on others, etc. The interaction of these factors is statistically significant ($p < 0,05$).

For example, the more a person knows how to control himself, the more he is aware of the purpose, can solve the problem, imaginative approaches to different situations, affect the others, knows the rules of organizing work, it has organizational skills. It is characteristic of other criteria, which discovered a positive correlation.

In the group of boys, we found and negative correlation. When a negative correlation with the increase of one another criterion decreases criterion: the more a person has a degree of motivation and engagement in learning activities, the less his attitude towards entrepreneurship. It is characteristic of other criteria, which found a negative correlation.

These results suggest that boys – students meet gender stereotypes and preferred style of leadership behavior based on the task, more independent in their self-assessments by the opinions of others, quicker and easier to make decisions. Girls are more emotional and therefore they cannot manage themselves as well as boys can.

Student leaders, who are recognized within the study groups only, may in the future prove himself as a full-fledged leaders of youth organizations and movements, and then take up positions in politics and in the sphere of professional and public administration. Therefore, from a predominantly informal, student leadership can be transformed into a formal leadership, underpinned by significant official level and the actual leader of the government.

Conclusion

Our research has shown that the differences in the manifestations of leadership skills of girls and boys, of course, exist. But these differences do not impede the performance of girl leadership role.

We have studied and analyzed the personality characteristics of students, as well as features of traits peculiar to the leaders. The study of gender-specific personal characteristics of student leaders, helped to reveal some aspects of gender specificity of leadership in boys and girls on the example of the student group.

Defining features of the personal characteristics of student leaders, we came to the conclusion that in the total sample boys' leadership skills are greater than girls' abilities, the boys are more assertive, able to take risks intelligently, are capable to overcome obstacles to the goal. The study gender-specific manifestations of leadership in the student example, allowed to reveal the gender specificity of leadership among young people.

The results of our studies have shown that women are more emotional, while the boys are able to manage a more independent in their self-assessments by the opinions of others and have higher rates than women in leadership self-assessment.

Developing leadership skills and striving for personal growth and self-realization of the girls

should pay more attention to put more effort than themselves, goal-setting, development of organizational skills and work with the group.

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