



NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
BUSINESS ADMINISTRATION PROGRAM

**THE INFLUENCE OF GENDER ON LEADERSHIP
PERCEPTIONS: A STUDY OF UNIVERSITY STUDENTS**

FAITH OJONUGWA OMATA

MASTER'S THESIS

NICOSIA
2020

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THESIS SUPERVISOR
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NICOSIA
2020

ACCEPTANCE/APPROVAL

We as the jury members certify the 'The influence of gender on leadership perceptions: A study of university students' prepared by the .Faith Ojonugwa Omata defended on 29/01/2020 has been found satisfactory for the award of the degree of Master.

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DECLARATION

I Faith Ojonugwa Omata, hereby declare that this dissertation entitled 'THE INFLUENCE OF GENDER ON LEADERSHIP PERCEPTIONS: A STUDY OF UNIVERSITY STUDENTS' has been prepared myself under the guidance and supervision of 'Prof. Dr. Serife Eyupoglu' in partial fulfillment of the Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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FAITH OJONUGWA OMATA

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ABSTRACT

**THE INFLUENCE OF GENDER ON LEADERSHIP
PERCEPTIONS: A STUDY OF UNIVERSITY STUDENTS.**

The purpose of this research is to understand how gender influences the perception of effective leadership. Leadership is very important in every sector, organization. An organization or group without a leader will cause the organization to crash, a leader is not just there to lead but to see to the fulfillment of the objective and wellbeing of the organization or group. Many studies have been carried out on leadership and various variables have been attached in its different studies. One of the variables is gender, gender has a part to play in leadership and its effectiveness.

The study was carried out on student of two different private university in North Cyprus; Near east university and Cyprus international university with a total of number of 273 as sample size. Result shows that significant relationship was found in leadership Self-efficacy and Non-calculative willingness to lead. The findings suggested that gender is influences has influences in leadership perception and male will continue to be at the top in leadership position.

Keywords: Leadership, leadership styles, effective leadership, Leadership training model (R W A) and gender.

ÖZ

CİNSİYETİN LİDERLİK ALGILARI ÜZERİNDEKİ ETKİSİ: ŞANSLI ÖĞRENCİ ÇALIŞMASI

Bu araştırmanın amacı, cinsiyetin etkili liderlik algısını nasıl etkilediğini anlamaktır. Her sektörde, organizasyonda liderlik çok önemlidir. Lidersiz bir organizasyon veya grup, organizasyonun çökmesine neden olur, bir lider sadece liderlik etmekle kalmaz, aynı zamanda kuruluşun veya grubun amacının ve refahının yerine getirildiğini de görür. Liderlik üzerine birçok çalışma yapılmış ve farklı çalışmalarına çeşitli değişkenler eklenmiştir. Değişkenlerden biri cinsiyettir, cinsiyetin liderlik ve etkililiği konusunda bir rolü vardır.

Çalışma Kuzey Kıbrıs'taki iki farklı özel üniversitenin öğrencisi üzerinde gerçekleştirildi; Örneklem büyüklüğü olarak toplam 273 sayı ile yakın doğu üniversitesi ve Kıbrıs uluslararası üniversitesi. Sonuç, liderlik öz-yeterlik ve hesaplamasız liderlik yapma istekliliğinde anlamlı bir ilişkinin bulunduğunu göstermektedir. Bulgular cinsiyetin etkilerin liderlik algısında etkili olduğunu ve erkeklerin liderlik pozisyonunda en üstte yer almaya devam edeceğini göstermektedir.

Anahtar Kelimeler: Liderlik, liderlik stilleri, etkili liderlik, Liderlik eğitim modeli (RW A) ve cinsiyet.

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INTRODUCTION

In the world today, many individuals are neither selected or appointed to take the burden of leadership roles and responsibility. Leadership is practiced almost everywhere, in school, colleges, universities, factories, farms, businesses, hospital and the political system in the country whether civil or military. These leaders have the goal to promote teamwork, unity, strength, harmony, and productivity in the various work of life(Celestine A. Anyango,2015).

The challenges of meeting up with the demand in the environment and the changes that occur during climate and globalization change have made it necessary for leaders not just to be also innovative in leading. These challenges have kept many organizations on their toes to strive for survival in the heat of competitions and they go through these by influence others in achieving the stated goal and objectives of the group or organization (Celestina A. Anyango,2015).

Shafie et., al(2013), explain the importance of leadership in society and emphasizes on human beings, knowing that there are the primary asset or biggest asset. He stated that "the main driver of any organization or group are employees or followers, they give life to the organization and see to the success of it"(Shafie.et., al 2013). It is very important that leaders show direction and psychological satisfaction to get the full attention of the followers or subordinates.

Leaders are the head that leads the whole body forward in achieving the aims and objectives and in these, women have been undermined generally in a top leadership position as a result of the barriers they encounter in climbing the corporate ladder(Hurley and Choudhary,2016). They face discrimination and stereotype and also some barriers that confront them such as motherhood and balancing work life and family etc. (Hurley and Choudhary,2016). For instance in U.S congress, among the 535 seats, only 105 is allocated to women and some companies, you hardly see women in the top leadership position(Alliance for board diversity,2016). Women are more associated with

interpersonal skills, sensitivity, gentleness and sympathetic and men are considered to be assertive, controlling and dominating (Eagly and Karau, 2002). There has been a traditional belief and it has affected the psychology of people. The fact that women are always top in class and have a better result in school does not still allow them to be at the top of leadership position, it is noted that women work 59 days "for free" (European commission report, 2014).

The basis for leadership is the ability to interact with your peers, supervisors and subordinate and this interaction is affected by gender role orientation and the attitudes and the values attached to the role.

Merchant (2012), says that female leaders value workplaces relationship more than men as a result of the style used. And male leaders' status engages more in a controlling leadership approach (Merchant, 2012). Many people have the mentality that men are more leaders than women (Eagly and Johannesen-Schmidt, 2001). Some people react to leaders differently and the basis on the expectation, men and women differ in behavior. And these behavior mix up with a managerial role and gender-role. The incompatibility of female gender-role and leader role brings about less favorable assessment for females than males and potential leaders are always seen more in men than women, and agentic behavior less in women than male (Eagly and Johannesen-Schmidt, 2001).

Significance of the study

The purpose of this study is to understand and examine how gender influences leadership perception. Leadership perception is the effectiveness of a student as a leader. The study will show how student assesses themselves as leaders basic on the opportunity I have given in classroom group projects, presentations, study or school clubs and the knowledge they have about leadership and how the gender male and female affect the perception of leaders. There have been studies on gender, culture on leadership perception and race on leadership. But little research has been carried out concerning the influence of gender on leadership perception. Opportunities given to Student at some point in classroom to lead or direct his mate gives room for leadership

to take place, that is how it grows as its the backbone to practice and the application of leadership occur for a student to become leaders tomorrow because some of the skills will be built or develop and the birthed skills will begin to show forth. It will give us an idea that one who is capable of bringing their peers or group together in achieving their aim, can lead an organization well tomorrow. These experience that student has about themselves build an idea of a prototype leader.

The research will give an insight into the leadership perception of the professional world. The bringing together of leadership perception and the prototype will provide an understanding of leaders' formation and how gender has played a role in it.

Statement of the problem

Gender has been an issue, especially how women have been undermined in a leadership position and how women see themselves in the leadership position. Though many are an employee in an organization only a few women are in the top leadership positions. It is therefore important to find out the influence of gender on leadership perception based on university students. There is little research in this area, the research will explore the relationship between gender and leadership perception and how a student of both genders assess themselves to leadership.

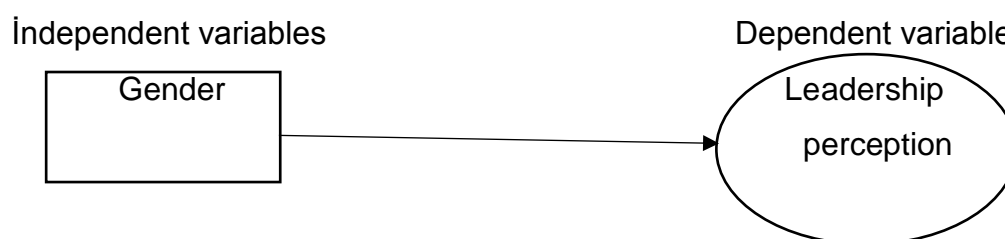


Figure 1: Relationship between the independent and dependent variable

Research question

1. Does the student gender have any influences on the student perception of themselves being effective leaders in the future?

CHAPTER 1

LITERATURE REVIEW

This chapter reviews leadership, the various types, and theories related to leadership. Leaders are the main actor in leadership and they are the center of attraction(Hollander,1992). Many studies have been done on leadership, range from the impact of leadership in an organization, effective leadership, the best style to operate with as a leader. It has been one of the most discussed in corporate and academic sectors, but in all the research done by various researchers, they have always been a disagreement in the study and one of this disagreement is if leaders are born or made(Avolio B., Walumbwa and Weber T.J 2009).

Leadership has been far back from Egyptian and Arabian civilization. The researcher and practitioner have been making empirical studies on leadership to classify and analyze the dimensions in leadership. This gives the organization and social exploring to study leadership an understanding of the structures, development, and theories of leadership(Kumar R. Sunil,2018). The study on leadership began with research on the traits of how a leader functions and how they approach their followers, and it revealed that leadership is not all about traits and shifted the interest to the behaviors, style, and development of leaders and how effective they are. Research continues to shift interest to gender and leadership and how gender affects the leadership and the styles used in the organization. The organizational complexities and psycho-social development make the impacts of leadership to be different in operations basic on the functions, situation, contexts, culture,work-environment (Kumar R. Sunil,2018). Leadership has so many definitions and much research has been carried on the topic but it has not been understood because of its complexity and it is a social phenomenon of time. Leadership

goes beyond leading a group of people, it goes beyond answering the head, are all about responsibility and how you handle the organization and everything concerning it (Kumar R. Sunil,2018).

1.1 Concept of Leadership

Leadership is one of the widely discussed topics in literature. Employees and followers play a vital role in being effective as a leader, the leaders need to understand the nature of the organization, the people they lead, to be able to know the approach or style to use to make an impact on the followers and the organization. Numerous organization has stress in getting teamwork. And workflow has increased the efficiency of performances in these present days. For leaders to be effective, the leaders need to learn and understand their members and the members of the organization should understand their responsibilities and duties and it should be clearly stated. There are so many definitions of leadership and many views of leadership. The definition and views all outline for us to understand leadership better from different points.

Leadership is discovering the company's destiny and having the courage to follow it, it is the act of mobilizing others to accomplish the company's goal. The ability to transform vision into reality and the social process of an individual influence the behavior of others. Leadership is the articulation of visions, and the gathering of views and creating a conducive environment to achieve the vision and objective. It is the relationship between what they want to follow and the individual that aspire to lead them (Kouzes & Posner,2002). Leaders influence a group of individuals to achieve the objective(Northouse 2004). Leadership is the process of changing a community to shape its future.

Leadership is the process of influencing, motivating and encouraging others to contribute to the effectiveness and success of an organizational goal or group assignment (House et.al.,2004 p13). Burns(1978 p18) defined leadership as a relationship between leaders and followers. He explains that the relationship between leaders and followers is mutual interaction that affects both parts in one way or the other. Leadership is different from a manager, a manager tries to create stability in the organization and a leader tries to create changes.

Leadership plays an important role in an organization or a group. Every gathering or organization needs one to lead and direct others to achieve the aim. Leadership is viewed as a means of directing a group of people and influence their behavior (Omolayola,2016).

Ngodo(2008), says leadership is a mutual connection between the head and the followers and both rub off on each other in achieving the aims.

Leadership is more than just leading, directing, gives rules or instruction, relating and motivating. It is more of be able to influence people or members in achieving the stated goal or aim and to be able to direct them in the way you want them to go and behave. Leadership is voluntary participation that takes place between an individual and the members of the group or a boss with his employees to enrich the group or organization. The person leading has the right to delegates others in carrying out a specific objective to achieve the task given or organizational goal(Marturano & Goshing, 2008, Jeremy et. al.,2011).

Jeremy et.al.,(2011), leadership is the ability to influence the commitment of others in realizing their full potential in achieving a value-added, connected vision with passion and integrity.this influences comes about when the team cooperate voluntarily with one another to achieve the goal the leader has given even as for the group.

Leadership is an extreme part of management skills that involve the ability or capability to encourage the group of people towards common goals. It focuses on the development of followers and personal needs(Ismail et.al.,2009). It helps followers to achieve their goal as they work in a group or an organizational setting. A leader gives room for followers to be expressive and to be able to adapt to new and improved ways of doing things and the changes that occur in the environment (Azka et. al.,2011).

A leader is also the process of dominating group activities to realize the goals(Taleghani, Salmani & Taatian, 2010). Based on Michael (2011), leadership has a cause-effect with how the organization or a group operates and the success of the group or organization. Leaders prove the culture, values, change tolerance and motivation. They structure the execution and

effectiveness of the group or organization. Leaders can be in any stage of an organization and are part of the management of the organization, successful leaders will always do anything possible to influence the people around them to achieve maximum benefits from the organization's resources which is vital. For an organization to increase competitiveness and effectiveness, leadership act as the main actor in the transformation of the organization or group from one level to another (Radu 2009). Stogdil felt after 30 years the need to underline that "there are so many definitions of leadership as there is a person who has attempted to define the concept" (Yuki, 2002).

Many authors and researcher have added a lot to leadership, for instance; Ulrich(1999), focuses his research on three areas of leadership which are, who leaders are(values, motives, personal traits), what leaders know(knowledge, skills, abilities) and what leaders do (behaviors, habits, styles & competences). Some characteristics make a leader successful, one of the fundamental characteristics is credibility and the quality needs to be build up(Nastase,2009). The leaders are the ones that push others and energize people and sometimes they need to be a difficult situation to generate new ideas, but leaders should be careful not give room for tensions within the group (Leibling,2005), others characteristics are optimism, courage and goal orientation and a goal-getter.

Executive leaders are people who build enduring greatness(Collins,2001). Amidora and Macnamara(2001) have discovered 7C's of leadership which are also categorized as the quality needed in leadership, there are competence, context, culture, communities, conversation, communication, and coaching. Leadership in the traditional literature has clearly stated that leadership is dominated by the single perspective, that is leadership is by one person(Pearce and Manz,2005) while Crevani, Lingren, and Packendorff(2007)consider leadership has a collaboration between two or more persons.

Popescu(2008), says that leadership is not only a key factor to management but an integrated part of the social and cultural structure of an organization.

Some authors talk about knowledge management as the interchanging of manager and leader role to oversee the knowledge management system and creating a supportive work environment for knowledge development (Cavaleri, Seivert & lee, 2005).

The theorist of the 1970s has explained that leadership is based on inheritance (Stogdil,1974), but this has brought a lot of controversies if leaders are born with the traits and character or leaders are made by building up the qualities that will make them successful leaders. Early researchers try to figure out the factors that lead to effective leadership and they came up to say that for a leader to be effective, he/she needs to possess superior qualities from the followers and these qualities are build up (Hodgetts, 1993).

Stogdil(1948), he reviewed some early research papers on leadership traits such as initiative, social dominance, and persistence, after going through various studies of research and he concluded by saying a person does not become a leader as a result of traits they possess but the personal characteristics of a leader must be in relation to the activities, characteristics, and goals of the followers. And from this, effective leadership is influenced by other variables and traits and these traits are not the only traits responsible for effective leadership. he also pointed out some factors or traits which are capacity, achievement, responsibility, participation, status, and situation as the factors responsible for effective leadership behavior (Stogdil,1948).

Skinner(1974) argues that leadership is learned also by the influence of genetics and not by the existence of qualities of a person.he stated that encouraging leadership qualities should be build up and discouraging the idea of leadership behaviors, and these will determine who will be a leader.

1.2 Leadership traits

According to Peter Drucker(1989), leadership is not created, taught and learned, great attention is dedicated to understanding the characteristics that are found in leaders and these characteristics or traits aimed to provide valid results to be able to describe the specific traits that can be learned and taught. Drive, self-confidence, cognitive ability, honesty & integrity are the most

common traits that are seen in leaders. Knowledge of the context and the desire to lead was made as part of the traits.

Bond and Smith (1996) identifies personality traits of leaders which they called the "Big fives" and there are; extroversion, emotional stability, readiness to accept challenges, agreeableness & openness to experiences, the duties of a leader is very high, a leader has to gain the trust of his followers and be able to bring their commitment in achieving the fulfillment of the project or idea. Leaders that have idealized influences and they can execute the confidences and competences. Secondly, they should be able to inspire their followers and these attitudes motivate the followers and leaders need to use them separately while dealing with different people know they are differences. The leaders should have individual consideration to each member (Boyett, 2006).

Intellectual stimulation is another trait in leaders, it is important they have these, it enables them to question everything starting from simple assumption to status quo, provides information and use creative solution to solve problems. They are to set a clear objective for their followers and encourage the subordinate by rewarding them for good works and also punish them that refuse to follow to show examples to others.

1.3 Theories of leadership style

1.3.1 Great man theory

Leadership can be traced back to the century as culture's success and failure is determined by the heroes of those cultures. Thomas Carlyle said in 1847 that through universal history and accomplishment of the world is connected to great men who have worked for it. Carlyle said that leaders are born and are men fulfilled with heroic traits that can become leaders. In his opinion, he said that leaders are born and are not made, and this was further explained into two types which is an eventful man and the event making man (Dobloins and Platz 1986).

Sidney hook said that the eventful man is always a man who does not determine its course and are always complex in a situation and the event

making man changes the course of events or situation. The event making man's roles rely on "the outcome of capacities of intelligence, will, character and not by actions of distinction". These concepts failed with the case of Hitler, Napoleon, and so many leaders, this makes the great man theory invalid (Macgregor 2003) "the passage of years has forced the great man who is brilliant and foresighted to head a growing organization through dictatorial powers and the process destroy democratizes among the people." and the dogma theory process from leaders are born and brought about new theories. These theory sees leaders as heroic and destined to lead at the opportunity given to a person. Great man theory was named because of the old way of leadership and it was mainly military (Ololube 2013).

1.3.2 Trait theory

Great man theory recognizes that leaders are born with special traits and characteristics, but traits theory does not consider the great man theory. Jenkins said there are two traits which are emergent traits and effective traits. Emergent traits are based on heredities such as height, intelligence, attractiveness and self-confidence and effectiveness is based on experiences or learning (Ekvaliu and Aruonen, 1991).

Max weber explained charisma in effectiveness as the greatest revolution any forces which can produce new orientation through followers and it is said that such leaders are carrying some magical qualities, some describe the qualities as a supernatural power. These qualities distinguish a leader from a non-leader. A study shows that minors' variances exist between followers and leaders (Burns 2003). Trait theory was developed as a result of finding the failure common in previous leaders. In the 1960s, the studies revived is carried out on military and non-military leaders. Traits theory shows that they are some seeing in leaders, but this theory was not appropriate since the same traits we're seeing in people that were not leaders and their lead to a search for a new explanation for effective leadership.

1.3.3 Contingency theories

These theories show that no leadership style can be used alone as the style of leadership is based on factors such as the quality situation of the employee or other variables. This theory is based on no single right way to lead because the external and internal environment of an organization needs a leader to adapt to that situation. Sometimes leaders don't change except the environment and the variable attach and the employees of an organization change. This theory proves that there is no finest way of leading and the style of leadership to use which will be effective in one area may not be effective in the other area (Greenleft, 1977).

This theory builds a relationship between the leader and the employee and the relation is push by the leader. Subordinate or employee influences the style of leadership to be used (Bass 1997). Contingency theory shows that effective leadership is on the qualities and the style and situation now (Iamb 2013).

1.3.4 Style and behavior theory

This theory states that leadership is made and not born and some skills help the leader to perform and make his employees feel contented and in such one style cannot be effective in all situations.

Yuki 1989 tells of three different leadership styles. An employee with a high level serves with democratic leaders. They work with great enthusiasm and energy irrespective of leader presence or absence and there maintains a better connection with the leader and autocratic leaders focus on higher quality of output. Laissez-faire leadership is only very useful with employees that have skilled.

Feidler and house 1994 founded two styles of leadership which bring about the effectiveness of the leadership these are the consideration and commencing structure. Consideration is a concern for people and relationship behaviors and commencing structure is more about production and task behaviors and there are very important. the confidence and the ways a leader relates with subordinates and commencing structure have a participatory role

towards organizational performance, profit, and accomplishment of the organization. Different studies have shown that the three types of leader autocratic make the decision, laissez-faire gives room for the employee to contribute and makes the decision and final democratic cross-check what the employee has said and then takes his decision.

The theory focuses on the action of leaders, not on intellectual qualities. Studies show that behavior theory can become leaders when taught. Naylor 1999 states that leaders in these styles behave differently.

1.3.5 Participative theory

This theory takes into consideration, the input of others, it encourages participation and contribution from the employee to make them feel important and relevant in the organization. A leader who uses this style improves commitment and increases collaboration which brings a better-quality decision and successful business (Iamb 2013).

1.3.6 Transactional theory

This theory is activated in the 1970s and early 1980s, the leadership context and follower is an exchange. This theory is grounded on the agreement between leaders and employees discuss based on the values, goals, and beliefs of the organization and these lead to performance.

Some studies show a relationship between the level of leaders and followers. Bass and Avolio 1994 see transactional leadership as a type of reward that has an active and positive exchange. It comes with reward and punishment, the employee is encouraging for accomplishing an objective from the leader, the reward may be in the form of merit, bonus and work achievement. It is known as management by exception and leaders continue performances and attempt to intervene in productivity (Avolio and Bass 1997).

1.3.7 Transformational theory

This theory refers to as a relationship theory, this brings a connection between the leader and the employees, this is the process where a leader can create bond or connection that leads to motivation and morality in both employee

and the leaders. Transformation theory is sometimes related to charismatic leadership where the leader with excellent qualities can motivate employees (Iamb 2015). Transformational theory motivates and inspires the employee and is the focus on the performances of the employee.

The leader and employee put aside personal interest for the benefit of the organization. The leaders try to transform employees or followers by motivating and empowering them (House and Aditya 1997). These theories attend to an employee through work and challenges, it builds their morals, skills, and consciousness. They are visionary leaders who aim to move their employees toward higher needs and purposes (Macgregor Burns, 2003).

1.3.8 Skills theory

This theory explains that to learn knowledge and acquire skills are factors that help the effectiveness of leadership, the theory does not support inherited skills but shows that skills are developed and learning it is the key to leadership performances, effort and resources are put more to leadership training and development (Wolinski, 2010).

1.4 Leadership style

Over the years, many scholars have called for more adaption of leadership styles by organization in responding to the rapid changes that occur in today's world. There different type of leadership style and the structure and the situation determines the type of leadership that will adopt.

1.4.1 Transactional leadership

A transactional leader is people that are energizing and encourage others in following them. A transactional leader is given of reward to his followers for work well done. They help the subordinate to develop themselves and be able to look at problems in a different way, this type of leader can an individual measure his/her work at the stimulate, arouse, follower, to give their very best in an organization and in achieving a goal. A transactional leader looks out for the interest of the follower in changing them positively for the interest of the company (Warrilo, 2012). Transactional leadership has been in existence

since 1978 and it was seeing in the political leaders. It was brought by James Macgregor Burns but transactional leadership has expanded to and it is used by different sectors other than politics and it has been transformed by B.M Bass and J.B Avolio (Jung & Sosik 2002). A transactional leader gives promotion, raise, etc. for a good performance at work. It is the transaction of rewards and targets between the leaders and the followers (Howell & Avolio 1993). The leader reward when the responsibilities are given has been accomplished, transactional leadership compensates for achievement. It was discovered that an organization that uses transactional had more efficiency in the organization (Kahai et al).

1.4.2 Charismatic leadership

A charismatic leader is known to be the most valued traditional type of leadership. A charismatic leader has a vision of where he wants to go and he drives others to follow him to execute that vision. It gives room for creativity and innovation. A charismatic leader is often very difficult to replace, and they are not easily forgotten, and this is as a result of their personality and behavior. In an organization with a charismatic leader, the subordinate will just want to follow and do what he says. A charismatic leader is viewed to be a gift because they lift their subordinates and also put a smile on the face of their workers and the people around them. It is, therefore, seen as an extraordinary leader because of the carriage and how they change their environment (Max Weber), a study shows that there is a charismatic model which is based on two pillars which states that every subordinate has a need, goal and aspiration which is unfulfilled and the second one is their inability to achieve the stated goal or objective of the organization lead to the achievement of their own goal or need. (Weber 1997) a charismatic leader is always self-confident and focuses on what they want to achieve you cannot take vision and confidence away from a charismatic leader. These qualities distinguish him from others.

1.4.3 Transformational leadership

A transformational leader is a leader that develops subordinates and their needs and transforms them as they work. He develops values and skills into the subordinates (Ismail et al 2009). A transformational leader has moral qualities

and traits such as courage, open-mindedness, ability to learn from others and he is visionary (Tichy and Devann 1996). A transformational leader can motivate subordinates in achieving more than the organizational goal and objectives. Researchers have agreed that the transformational leadership style has four-element which are intellectual stimulation, inspirational, motivational, individualized consideration and realized influences (Baldon 2005). A transformational leader cannot be effective at duties without the necessary qualities of a leader such as teamwork and creativity etc. it encourages subordinate to be free in expressing themselves and be able to modify and improve practices in the new environment or new set up in the organizational (Bass 1994).

Burns(1978), the transformational leadership theory was introduced by burns and was later developed by bass and Avolio in 1995 and is all about motivating followers to move above their interest and focus on the group or organization (McLaurin & Amri,2008).transformational leaders are known to have the capacity to increase the performance of their followers(Odetunde,2005) and not just that but also to transform their values, their concept and move them to greater height(Jung, 2001).

Elkins and Keller(2003), say that a transformation leader's characteristics which are vision, support, autonomy, encouragement, recognition, and challenges are closely related to the determinant of innovation and creativity. the leader's behaviors bring admiration, respect, and loyalty and show the importance of a mission, through inspiration, the leaders can foresee the future and will encourage his followers on how to achieve the goal foreseen for the future, they always show their belief in their followers(Bass and Avolio, 1995). Intellectual stimulation enhances exploratory thinking and providing a solution to problems(Avolio, Bass & Jung, 1999).

Transformational leaders create an emotional attachment between them and their followers(Hunt, Stelluto & Hooijberg, 2004). Other scholars of transformational leaders have maintained that it gives room for a personal and professional commitment from followers by increasing their awareness(Bass,1985). Transformational leader helps in break the old way of

thinking and doing things and assist the followers to be creative and innovative, transformational leaders is more like a coach or a mentor, someone that teaches others or guides other to achieve their potentials and turns their weakness into strength (Bass & Avolio, 1990).

Studies have shown that leaders who are transformational in behavior can promote personal and organizational changes and assist followers to exceed their performance expectations (Jung & Avolio, 2000). Tierney and farmer (2004), shows from their studies that transformational leader encourages their employee to think wide and to adopt generative and exploratory thinking processes that produce more ideas and solution to problems(Sosik, Avolio, & Kahai, 1997).

1.4.4 Autocratic leadership

Autocratic leadership is a leader that hardly lives by expels. They can also be called dictators. They expect and enforce their followers to so do as they say. These leaders are sometimes inexperienced and more interested in making a decision rather than directly on how it should be done. These leader are authoritative, they force their subor4dinate to carry out functions in a way that looks like success to him, they are capable of damaging an organization beyond repair, they lack vision, motivation, commitment, creativity and innovations, and all these qualities are needed to, lead, most subordinate adherence to their words because of their salary (Michael 2010). An autocratic leader does not give room for a subordinate to improve by allowing them to exercise themselves, he dictates the process and how the work should be done. He always feels he is better and does not need the opinion of others.

1.4.5 Bureaucratic leadership

These are the leader that depends on the policy in achieving the organizational goal, they create and follow these policies. Policies that show processes, objectives, execution and the outcome, they rely on the stated policies to get the subordinate working. In these cases, the policies dictate how the subordinate goes and how to execute the objective of the company. Bureaucratic leaders are very direct in the message and given an assignment

to their subordinates. They are more into then procedures and various policies of achieving the organizational goal rather than the follower and for this reason, there is no close relationship between the leader and the subordinate, the benefit of an organization, motivation and developing of the subordinates is ruled out in bureaucratic and this affect the organization, the dangers are attach to this types of leadership styles is not always self-explanatory until the damages are done (Michael 2010).

1.4.6 Democratic leadership

A democratic leader gives freedom to the subordinates, there is room for participation and the sharing of ideas and opinions on how the objectives of the organization will be established, decision making in an organization rule by a democratic leader, decision is decentralized between the subordinate and the outcome of making poor decision and having weak execution is very much possible, this requires more effort and it shows the process of achieving organization goal, it will require more time for objective to be completed, it leads to slow productivity of work.

1.4.7 Laissez-Faire

Laissez-faire leadership is also known as a hands-off leader, whereby authority is delegated and the group members are allowed to take a decision. In this style of leadership, there is no inference between followers and leaders and there is no room for feedback. The leaders avoid responsibility and delay in taking a decision, there is no meaningful transaction between the followers and the leaders and little or no impact is made by the leaders on the followers. The leaders avoid everything in the organization and delegate authority and they have a very poor relationship with their followers (Kumar R. Sunil, 2018).

1.5 Principles of leadership

The principle of leadership is studied that is attached to leadership theories. In 1983 the united states army enumerate eleven basic principles of leadership means of implementing them

Ø Be technically proficient, a leader should understand and be familiar with the jobs of the employees.

Ø Ensure the job details are cleared, supervised and fulfilled. A leader should be able to communicate effectively with its employees.

Ø Develop a sense of responsibility with the employees

Ø Know your employees and look out for their well-being

Ø Know yourself and seek to improve yourself that is working on your weakness.

Ø Making good judgment and decisions in problem, decision making, and planning tools.

Ø Always accept and take responsibility for all your actions

Ø Be an example for your employee or follower to emulate

Ø Use the full capabilities of your organization

Ø Work to take the organization and employee to the tip.

To be able to be effective and sustain leadership, the leader must develop how to approach, commit to, protect and lead the employee well (Ololube, Egbenor, Kpoloure and Amaele 2012). The leaders need to give themselves to the organization and employees to be effective and productive.

Leadership, the act has one of the roles in strategic business planning and the leaders assist the staff on how to use the equipment and help them to achieve the goal and objective. Any group or organization without a leader will be so scattered and at the end of it will fall apart (Daft,2011). For an organization or a group to be up and doing and also to be effective, they must be effective (Kennedy, 2000).

1.6 Importance of leadership

i. Starting Action: Leadership begins from the earliest starting point, even before the work begins. A pioneer is an individual who imparts the approaches and plans to the subordinates to begin the work.

li . Giving Motivation: A pioneer persuades the representatives by giving them money related and non-monetary impetuses and completes the work effectively. Inspiration is the main thrust in a person's life.

iii. Giving direction: A pioneer administers the representatives as well as aides them in their work. He educates the subordinates on the best way to play out their work viably with the goal that their endeavors don't get squandered.

iv. Making certainty: A pioneer recognizes the endeavors of the workers, discloses to them their job unmistakably and guides them to accomplish their objectives. He additionally settles the grumblings and issues of the workers, in this way constructing trust in them concerning the association.

v. Building workplace: A great chief ought to keep up close to home contacts with the representatives and ought to hear their issues and understand them. He generally tunes in to the perspective of the representatives and if there should be an occurrence of difference induces them to concur with him by giving reasonable explanations. If there should be an occurrence of contentions, he handles them cautiously and does not enable it to unfavorably influence the element. A positive and productive workplace helps in the stable development of the association.

vi. Co-appointment: A pioneer accommodates the individual interests of the representatives with the authoritative objectives and accomplishes co-appointment in the substance.

vii. Making Successors: A pioneer prepares his subordinates in such a way, that they can succeed in the future effectively in his nonappearance. He makes more pioneers.

viii. Instigates change: A pioneer induces, explains and motivates representatives to acknowledge any adjustment in the association absent much obstruction and uneasiness. He ensures that workers don't feel shaky about the changes.

Frequently, the achievement of an association is ascribed to its pioneers. Be that as it may, one must not overlook that the supporters make a pioneer effective by tolerating his authority. In this manner, pioneers and devotees all in all assume a key job to make effective pioneers.

CHAPTER 2

THEORETICAL FRAMEWORKS

2.1 Gender and leadership

Gender is the cultural difference between males and females in the society which includes differences in character, features, roles and tendencies males and females are supposed to exhibit. And this exhibition holds both male and female. Gender is seen in social responsibilities and strategic performance and phrases like gender tradition, gender dialect & gender business are used. Leaders refer to an individual belonging to a high post in an organization either in the group, business, government or occupation. Gender excluded most females from being leaders in some companies and due to this, a general belief that males are good enough then the female has been trended even in the past. In the early 1970s, the basis of that belief has been shouldered based on the number of males that have occupied the position of the prime minister, they have been elevated in the managerial position and females now get master degrees in business administration. Furthermore, the belief has so come in control of a growing group of professional writing on the issue of gender and leadership.

The desire for gender and leadership began in the United States in the early 1970s when females at a slow speed started to pursue and obtain entry into management, the belief was that women have natural leadership superiority over men. These got recognition in the educational and management sectors. Some professors state a more critical perspective that conserved that the belief of removing the worth of female expertise and values in the global market place was exploitative, the idea is from a managerial perspective. The differences in males and females to become a leader have brought the concern

to writers in the area of gender and leadership, many reasons have been spelled out for the low number of female leaders. One reason is that their social interaction in the family has to fade away their desire in life. The family is a means to pass across proper gender characters to children. Humility, avoidance of hostility, contention, respect and what is considered womanly is impacted into them. A female who desires to be a leader has to conquer her early life social interaction which has demoralized the growth of some important attribute and the acceptance of the idea of male been the leader. and these bring down are an opportunity, other barriers can be discriminating, the personnel decisions, etc. Another cause that makes females less of herself as a leader is because females gain managerial positions with minimal strength, little development chances or fear of their existence as equal opportunity and a sign of company's awareness.

Researchers have proven that there are differences between a man or woman in areas such as decision making, decision-making skills. And they show that women tend to employ more democratic, participative skills while men doing the opposite which was democratic, participative, style and men choose to be the more autocratic directive approach, the differences have been visible in both laboratory research and surveillance.

Studies on leadership organizations are headed by male leaders with female subordinates. There are many studies on leadership and a population of most of them is in the military organization which mainly dominated by males (Eagly et., al. 1993). Gender is the character or trait of being male or female. In the world, especially developing countries women have gained access to a managerial position in the united state, women have 39% of managerial positions for women when compared to 1940 (us census bureau, 2016). But when it comes to nonprofit organization women are seeing more in the executive's position than the profit organization (Stiffman, 2015).

Generally, the percentage of women that are becoming leaders has increased from the last decade, 59% in Jamaica, 3% in Pakistan (International Labor Organization, 2015). A research carried out in 39 countries shows that the higher representation of women is in Iceland with 48%, Norway 37%, France

30%, and the nations require a minimum female member(Deloitte, 2015). Despite the little increase women make, they are unrepresented in the political system(united Nations political system(United Nations,2015). Just a few women are opportune to lead in the government as presidents or prime minister or vice president in 19 countries including Germany where Angela Merkel continues as chancellor and Theresa may(Christensen,2016 and kent,2015). A woman serving as a managing director for the international monetary fund. According to the labor department of the united state(2017), states that U.S participate rate of 2015 shows that the rate of women is total of 56.7% which is projected to drop in 2024 to 55.8% and the men's rate is 69.1% in total in 2015 and is projected to go down to 66.2% in 2024. Outside these statistics, women have only had little advancement in getting to the top leadership position in the world of business. A research carried out on 500 companies of fortune and the research is to know how many chief executive officers are woman, it was discovered that 5.2% are women in 2015(Herley and Choudhary 2016). One of the reasons for the low percentage of women in a leadership position is as a result of the glass ceiling and glass cliff. Glass ceiling is a metaphor used to show the barriers that women climbing the ladder of their profession.

Oakley(2000), says that the glass ceiling is "transparent barriers that hinder women from moving up the corporate or professional ladder past a certain point". In general female chief executive officers are very rare in large organizations. The federal glass ceiling commission of 1995 revealed that among the top 1000 industrial firms and the 500 largest corporation in fortune magazine shows that women top managers is ranking from 8% in Belgium to 0.3% in Japan(the federal glass ceiling commission,1995) and when compared to the US is far better for women in the US than other countries. Hurley and Choudhary(2016) highlight that only 24 of the chief executive office of standard and poor's 500 companies in 2015 were women and in 2017, the database from 500 companies, 55 are women chief executive officers.

Women have encountered several barriers that prevent them from moving up the corporate hierarchy, referring to the glass ceiling and some women are persistences and they have crossed the glass ceiling which brings about a

glass cliff(Hurley and Choudhary, 2016). Women aim for a height that tries to break through the glass ceiling and doing it, failures set in and pushing over the edge, they end up leaving the organization, this is what is known as glass cliff (Hurley and Choudhary,2016). They are women who still strive to make it to the top position but face a lot of confrontation and problems in achieving this position. Some of the factors are critics, scrutiny, and judgment from their peers which is the primary term a male position and also work-life integration are the problems women face in leading roles(Hurley and Choudhary,2016).

Gender roles play in Productivity and preference in business leadership. Women have to constantly fight against stress from work-life imbalance, which is connected to the executive office and the women desire to be independent(Oakley,2000). The origin of discrimination and stereotyping of women in top positions can be traced back to the past where females were never give such a role. Another unavioded factor, when women get into motherhood it interrupts career build-up and also with a lack of role model and inability to balance work and life(Hurley and Choudhary,2016).

Oakley(2000), says that there are two major categories of cause to lack of women in a top management position and one of those barriers is caused by the corporate practice. And such causes of gender imbalance are sometimes related to preference in an organization such as recruitment, retention, and promotion of males over females. The second categories are behavioral, power, preferred leadership style and the relation between male and female. The under-representation of women goes down to be considered as an ethical issue, where the male dominates and predominates in corporations, women's inputs are often pushed aside (Oakley,2000).In the late 1990s, medical science found substantial support for some of these primary dissimilarities in leadership attributes. As stated by Dorion sagan in "Gender-specific; why women aren't men, "the structure of the female brain affords women several biological and cognitive advantages. It was considered to be in great part due to the link connecting the two parts of the brain being greater in women than in men, evolving in a stronger capacity on the women's part to combine the left brain and the right brain activities. Females were considered good to follow multiple levels of opinion at the same moments, the males are considered good

to pay attention to a particular issue. The question that has brought a concern to writers relating to gender and leadership is whether "leadership setting is completely a gendered idea. And the answer to this question leads to the individual most perceived understanding of how organizations which involve leadership setting are arranged when gender is involved. According to Joan Acker in "Gendering organizational theory" argues that gender is part of the logic used in the organizations to determine what practices should be adopted.

Organizations claim to themselves to be gender fair, giving examples with their way of stuffing an abstract task with an individual who holds the required criteria. All communal operations are arranged in connection to gender, which involves the communal operation of categorizing business, politics, institutions and leadership position in the pattern of these organization, due to the social systems that reproduce the propagative splitting of an individual into men and women, they are classified to be gendered. Therefore gender becomes the possession of institutions and the ancient processes produce such a person.

2.2 Ready, willing and able model of leadership capacity development

Leadership development is a long framed higher education that is as important as the outcome of education. For the past three decades, scholar's practitioner has focus on discovering and understanding the mechanisms, environment, and experiences in which student develop their leadership attributes. Experiencing the pain of stabling and discussing professional identity, understanding the various context, and leadership takes place (Gutherie & Jenkins,2018). These challenges and many more have led researchers to study leadership. Leadership education is a new discipline introduced in school, aside from the question of leaders been born o made, gender relation to leadership is another. What constitutes effective leadership practices, how they develop their competencies and how it is measured is one challenge the researcher's face (Andenoo et al.,2013). In line with this, more understanding of effective leadership is surfacing. Based on the post-industrial leadership, leadership is defined as a process and this is distinct from a leader as a person (Guthne & Jenkins, 2018; Komives et al.2011). and this process involves followers and leaders working together to bring about the effectiveness of

leadership (Rost, 1993). Concerning the achievement of goal or aim, effective leadership brings about the positive development of all group members.

Therefore, given that leadership is a very important role and the preparation of future leaders is an important goal, measuring the perception of a student who is in the university should be a goal for the educational researcher.

Past research conducted has shown that 30% of leadership is generic and 70% is built from experiences. Leadership educators believe every individual can lead by increasing and developing their capacity. Leadership capacity is seen as a broad combination of knowledge, skills, and attitudes which enables one to practice well as a leader (Dugan, 2007; Guthrie & Jenkins, 2018).

Leadership knowledge consists of the theoretical, technical and human elements (Guthrie & Jenkini, 2018). Theoretical knowledge is gotten from exposure to formal and informal leadership theories, both within and outside the classroom setting, this may not play a strong role in determining an effective leader as most individuals in school have not been exposed to formal leadership theories (Dugan, 2017). The technical element is the understanding of specific job function or having a general knowledge of the principle of discipline or how a group or organization should operate. The human element is having an understanding of oneself and others.

The technical element includes leadership skills, the ability to put to use the action acquired and this is also seen in human elements (Katz, 1955). A person with technical skills can perform task-related functions and the ability to work with things such as instruments, technological instruments. The human element is the ability to work with people, a vital and most important skill is a conceptual skill which is the ability to work with concepts and ideas, understanding the big picture, creating an achievable vision, strategy thinking and considering solution to complex problems.

Internal qualities are required for effective leadership and such internal qualities dimension are the ways a leader can identify with languages and labels (Arminio et al., 2000, Komives, Owen, Longenecker, Mainella & Osteen

2005), the amount of confidence possess in acting as a leader in a leadership-related behavior (Hannah, Avolio, Luthans & Haims, 2008), the extent one feels motivated to engage in position of leadership (Chan & Drasgow, 2001).

The various leadership dimension mentioned above and the need for leaders to work collectively with members o followers in solving the complex problem (Rost, 1993; Soria, Snyder & Reinhard, 2018). The model which shows that a leader is effective when they are "Ready (confident or self-efficacy), willing (Motivated) and able (skilled) to lead" and the study on this model has been researched in recent years (Keating, Rosch & Burgoon, 2014).

The "Ready-willing-able model "(Keating et al.,2014) has been used in previous studies that investigated student interrelated leader Self-efficacy beliefs, motivation for engaging in leadership-oriented behavior and the perceived abilities to lead from transactional and transformational standpoints. This aspect of research has given important insight about the impact of formal leadership program on student (Rosch & Collins,2019), the influence of racially diverse learning environment on motivation to lead for white student and other race (Collins & Rosch, 2018; Collins, Suarez, Beatty & Rosch,2017) and the power of involvement in group assignment, high school organization in developing the motivation, confident and skilled of student (Rosch & Nelson,2019).

The measurement of these models simultaneously has proven difficult fo numerous practical and psychometric reasons. The most significant difficulties are in the area where leadership education takes place

The researcher has defined leadership in various ways by different authors. The leadership training model was used in this study, is a mixture of past theories and developed theories to create a model that is more leader-centered focus in training leadership. The model which consist of Ready, Willing and Able model (RWA) is a combination of self-efficacy, motivation, and skill concerning leadership as an opportunity to develop leadership (Petersen E,2017). The model is used to help in the increasing study of leadership competencies. These three attributes were integrated and were first implemented in the 1st world war I, it was used in the development training to

prepared the military officers in the United states for the war (Ammer,2001). The model has grown into a well-known idiom meaning "well-prepared and eager to do something"(Ammer 1999). The attribute is related but distinct from one and another but there works hand-in-hand, for instance; without the willingness to lead, a potential leader will refuse setting out to avoid the difficulties related to leading and the environment. And without self-efficacy of a leader, willingness and skill may not have the confidence to come out. Without skills, the action of motivation and confidence may not work. "Ready (Self-efficacy to lead)" refers to the self-efficacy to lead a group of people or self-confidence of a leader (Murphy.1992). it is the degree to which a potential leader feels his behavior can make him a successful leader (McCormick,2001). It also the feeling of been successful serving as a leader (Hoyt,2005; Murphy and Johnson, 2011). People will high self-efficacy to lead engage in leadership than those with less Self-efficacy to lead. Peterson and Arnn (2005). Describe the Self-efficacy to lead as the capability to organize and execute the necessary action that will produce results. There have been several studies on Self-efficacy to lead, it was reviewed that self-efficacy contributes to the choice of activities, goal setting, efforts and persistence towards achieving the task required (Bandura & Wood, 1989; Chemers, 2001).it is the basis for behavior action. A meta-analysis by Stajkovic and Luthans (1998), shows that self-efficacy strongly related to job performance.it influences the skill of an individual whether by birth or possession and how the skills can be used effectively. Self-efficacy is known to influence the leadership style to be used in an organization by an individual.

"Willing (motivation to lead)" refers to the motivational components of leading a group of individuals. It is the psychological press on an individual to act in leadership behavior. People are not born with the motivation to lead others; motivation can be developed including skills and styles to lead. Chan and Drasgrow (2001), state that motivation to lead rises from four main traits which are personality traits, values, leadership self-efficacy, and previous leadership experiences, and theses four traits combined gives us the factors of motivational component and these motivational components is divided into three and there are; Affective identity(leading because you see yourself as a

leader), it is the strong persuasion on oneself as a leader and the motivation to lead. People with high affective identity prefer to lead and they see themselves as leaders. They have more experience; they value competition and achievement. They are outgoing and sociable and they believe in their leadership abilities. Such people are individualistic, extrovert and achievement-oriented (Chan & Drasgow, 2001 and Amit et al.,2007). Non-calculative (leading because someone has to do it). It is the passion to lead which is not focused on self-centeredness of what they will benefit from leading. Leadership involves responsibilities or cost and individuals with non-calculative willingness to lead does not calculate the cost attach or what they will benefit from taking the leadership role. They don't avoid leadership positions or roles. They are high in collectivistic values and agreeableness and these two dispositions are very important in willingness to lead. They are positively related to group-oriented values and negatively related to individualistic values (Chan & Drasgow, 2001 and Amit et al.,2007). Social normative (leading because your peers want you to lead) social duties and obligations motivate people with a high social normative willingness to lead, they have more leadership experiences and confidence in their ability. They accept social hierarchies and reject social equality, they have strong collectivist value and conscientiousness (Kim yin, chan & Drasgow,2001). It is the possession of responsibility to lead their peers or group (Chan & Drasgow, 2001).it is one of the factors in a leader's success in an organization (Amit & Bar-Lev, 2013; Derue & Ashford, 2010). Willingness to lead has a direct influence on the effectiveness of a leader. It helps in predicting the leader's morale and satisfaction with the job. Willingness to lead helps in the selection of leadership training and development (Chan and Drasgow,2001).

Finally, Able (leadership skills) which has to do with the skills needed to lead a group of individuals. The component of the model is gotten form (Podsakoff and his colleagues,1990). This concept is a combination of the transformative and transactional skills of a leader. A leader's effectiveness comes from developing a positive skill and a transformational relationship with the followers and standing to serve the group and community ethically. This will bring about using certain leadership behavior that will lead to the achievement of the goals

of the group (Bass, 1998). Transactional skill is the means of relating and transacting with your followers in achieving the goals, the leader has to motivate the followers in doing the job and this may bring about the transaction of reward and doping your job between the leader and followers (Bass 1998). Transformative and transactional leadership skills which are commonly discussed is measured with a leadership behavior scale and all these skills are necessary for the success of a leader in an organization. Leadership skills are not enough to make a leader effective, they need to have confidence and motivation to utilize the skills at every point or situation. Both skills are needed for successful leadership in an organization (Keating et al.,2014). The student that is trained with these aspects of leadership equips the leaders to be able to handle every situation or problem that presents itself while through climate change, globalization and food security. These model does not guarantee leaders behavior but is necessary for the success of a leader in the organization (Petersan E.,2017). The model aid in focus on the goal of the development of a leader and this is the basis on which the research is measured within the research population.



Figure 1: the “Ready, Willing and Able” model of leadership capacity(Keating et, al.,2014)

Figure 2, shows the interconnection of the three components that work hand-in-hand to boost operation. For a student to maximize their capacity to be a leader, they have to develop in these areas of leadership. For instance, a student that has the skill to lead but does not believe his or her effort to lead can be successful will throw away opportunities to engage in leadership-oriented behaviors.

2.3 Implicit leadership theory

Implicit leadership theory gives an insight into how the student defines effective leadership and one of the important theories in leadership is how individuals internalize their conceptions of what makes an effective leader. A person's experiences with a leader give them a prototype of what a leader's appearances, behaviors, and necessary skills should be and these experiences can make you categorized the characteristics of individuals associated with "supervisor", leader and effective leader (Pertensen E., 2017). The term implicit leadership theory (ILT) explains the interaction between previous leaders' experiences and expectations of the current leader. The prototype shows the conscious or unconscious biases of the basics of physical appearances as gender or attributes and behavior such as sociability. And these biases are seen in the context of a leader and the situations where leadership occurs. It is very important as research measures the effectiveness of leadership through a survey questionnaire that asks people to rate their leader's behavior and capacities. And research has suggested that the ratings on leadership abilities and effectiveness are often biased (Pertensen E., 2017).

2.4 Perceived leadership effectiveness

The environment in which leadership occurs is attached to the perceived effectiveness of a leader. Leadership perception with a transformative leadership framework found that when asking participants to rate the effectiveness of a leaders' behaviors, the situation should be a consideration. Effectiveness may change depending on the circumstance of the situation which can be categorized into two types, situational and individual (Anatonakis et al., 2003).

Situational looks at the external factors in evaluating their effectiveness. For instance, one of the studies carried among undergraduate psychology students at a small university saw the capabilities of the leaders in a different situation and these situations are easy-to-lead or tranquil, followers & difficult-to-lead and troubled followers. The study shows that students rated a leader assigned to troubles followers higher than the leader assigned to easy-to-lead. The results suggested a goal dependent perception of effective leaders where the goal of the group or task-dependent know that people do not think about how the circumstances impact the perceptions of leadership abilities (Emrich, 1999).

Individual focuses on the internal factors such as social identity, appearances and previous experiences of a leader. The background of a leader or follower can also shape the perceptions of effective leadership, previous experiences shape how leaders should look like their behaviors & skills (Pertensan E., 2017). The gender of the individual may also affect how someone else rates leadership capabilities.

The individual and situational contexts are easier to explain and to put down on papers but they are difficult to separate when evaluating leader competency and they sometimes intertwined. People may develop an overarching leader prototype in their mind, but the perception of competencies and abilities can change depending on the context, the context is focused on gender of the leader(Petersen E., 2017).

Research question

Does student gender influence the perception of themselves being leaders?

CHAPTER 3

METHODOLOGY

This chapter explains the methods and procedures that were used to investigate the research question "Does student gender have any influences on the student perceptions of themselves being effective leaders". This chapter includes the discussion of the sample design and selection, measures, data collection procedures, research design, and analysis. The questionnaire that is used includes the scale of measuring READY, WILLING, an ABLE model for leadership capacity among students.

3.1 Study Design

The study is a survey quantitative study which is carried out among student in north Cyprus. Northern Cyprus is officially known as the Turkish Republic of Northern Cyprus (TRNC). The northern part is located in the northeastern part of the island. The official language is Turkish. English is taught in some colleges and universities. The island is flooded with tourists from different parts of the world around the summer period and many students from different parts of the world are studied in Northern Cyprus.

3.2 Sample Selection

The population of this research is the student of the near east university and Cyprus international university in Lefkosia, North Cyprus. The sample of the respondent was selected randomly from among the total population of the student in the two universities which is around 40,000 students (addition of the total population in both universities). According to krejcie and morgan(1970), the sample size table for a population of 40,000 students is 380 sample size is suitable. Therefore, a total of 400 questionnaires were printed out and

distributed to the two universities and the questionnaire was shared randomly. 27 questionnaires were returned unfilled, 8 questionnaires were filled by a student from another university but were at the two universities at the time the questionnaire was filled, 92 questionnaires were incomplete and thus reduce the number questionnaire to 273.

The two universities were chosen because there are one of the best in the country and well known in Lefkosia. The universities have been in existence for a very long time and both have graduated student that is working and probably leading in different countries. Both universities are privately owned and strive to give the best conducive environment for student and there was a student from more than 10 countries studying in the universities.

The study is a quantitative survey, having a questionnaire distributed to the respondent in Lefkosia and questionnaire clearly explain the purpose of the study. The respondent answers the questionnaire voluntary and it emphasized that the respondent identities are confidential. The original scale for the questionnaire was a 7-point Likert scale, and a 5-point Likert (from strongly disagree to strongly agree) scale was adopted for the questionnaire.

3.3 Study Instrument

A self-administered questionnaire was used. The questionnaire has two sections. Section A & B as listed in the Appendix in the questionnaire form. The first section is the demographic profile used to obtain information about the participants. Section B consists of a 5-point Likert scale (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly disagree). The Likert scale is to understand the personal assessment of leadership among student both male and female. The question was divided into 4 Ready questions utilized questions from the leadership self-efficacy (Murphy 1992), 15 "willing" question was taken from the 16 willing motivation to lead on race and gender on leadership (Petersan E, 2017). The 6 Able questions were taken from the leader behavior scale used in the race and gender on leadership (Petersan E, 2017).

3.4 Data collection

The data collection was with a Likert scale questionnaire used to obtain information on a personal assessment on leadership from different student both male and female in north Cyprus. The research was conducted in July 2019 and it took 21 days to collect and gather the whole information from the different participants. The participant filled the questionnaire voluntarily.

3.5 Measurement

The questionnaire was divided into sections A and B, section A was related to general background and demographic data. Section B includes statement about leadership utilizing the "READY(Self-efficacy)", WILLING, ABLE MODEL" Keating et., al, 2014) the first 4 items for "READY" question was taken from the 5- item leadership self-efficacy scale and the Likert scale point 1 to 5 was adopted instead of the 1 to 7(Murphy 1992; Petersen 2017). The question 5 to 19 which is 15-item is "WILLING(motivation)" was taken from the 16-item motivation to lead scale(Kim-yin chan & Drasgrow, 2001; Petersen, 2017) and this 15-item is divided into the three subscales of willing model, 7-item is for Affective willingness to lead, 4-item is fo non-calculative willingness to lead and the remaining 4-item is for social normative willingness to lead. The 6-item is for "ABLE (Transitional and transformative skill)" was taken from the 7-item leadership behavior scale (Podsakoff, Mackenzie, Moorman & Fetter, 1990; Petersen,2017).

3.6 Conceptual framework

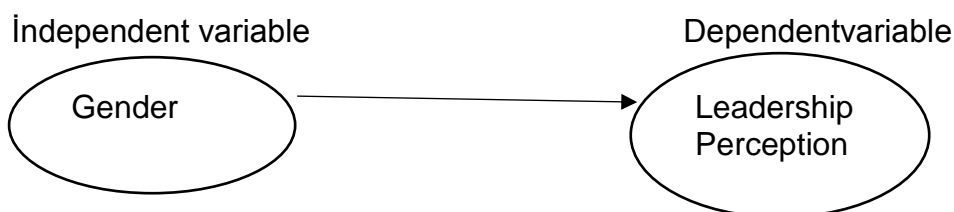


Figure 2: conceptual model

3.7 Data analysis

The data collected were entered into the SPSS program, before analysis the gathered data was prepared. The data set was checked for missing data and outliers. For this study the outlier labeling rule was used, every empty and

unfinished questionnaire was an outlier (Hoaglin & Iglewicz, 1987). And the data was then analyzed using the statistical software SPSS program.

The research carried out a reliability test to the validity of the result, which means score and Mann-Whitney test was used to answer the research questions" Does student gender influences the perception of leadership". The method used helps to distinguish gender; male and female, the perception of themselves as a leader based on the model ready, willing and able. The method used provided a more in-depth understanding of the participant perception which will aid in the research study.

A reliability test was used to find the validity of the study, the reliability test is important for the study. A normality test was carried out to know if the data is normally distributed or not. The result of the normality test is important in dawning accurate and reliable conclusions for the study. The Mann-Whitney test was used to determine the perception of gender; male and female on the Ready, willing, and able model. Mann-Whitney test is used where there are two independent variables, it determines the significant differences.

3.7.1 Reliability test

the reliability test was conducted, so that the generalization and results reliability can be assured. For this reason, Cronbach's Alpha test was used. The overall Cronbach alpha of the data is 0.631. the result is not excellent, according to Perry R. Hinton, charlotte, Brownlow, Isabella McMurray, and Bob Cozens, (2004) 0.6 can be acceptable and the Cronbach alpha is above 0.60. The coefficient of the 25 items with a Cronbach alpha of 0.631 can be used and it suggests the relatively internal consistency.

Table 1:

Reliability test

Reliability test

| | CRONBACH'S ALPHA | NO OF ITEM |
|-----------------------------------|------------------|------------|
| Overall Leadership capacity model | 0.631 | 25 |

3.7.2 Demographical variable

A frequency statistics was conducted using the spss to know the gender, age, education, school and department of the student. The demographic plays sometimes in the result of the research.

GENDER

From table 2 below, the gender frequency is displayed.

Table 2:

Gender of respondent

| | | frequency | percent | Valid percent | Cumulative percent |
|-------|--------|-----------|---------|---------------|--------------------|
| | Male | 184 | 67.4 | 67.4 | 67.4 |
| Valid | female | 89 | 32.6 | 32.6 | 100.0 |
| | Total | 273 | 100 | 100 | |

Out of the total respondent of 273. The results indicate that majority of the respondent are male 184(67.4%) and the female are 89(32.6%).

Age of respondent

In the table 3, is age of the respondent and among the 273 respondent, between the age of 18-20 were 38 and the percent is 13.9%, 21-23 are 91 respondent with 33.3% percent, age 24-26 are 71 respondent with the percentage of 26.0%.

Table 3:

Age of respondent

| | | Frequency | percent | Valid percent | Cumulative percent |
|-------|----------|-----------|---------|---------------|--------------------|
| | 18-20 | 38 | 13.9 | 13.9 | 13.9 |
| | 21-23 | 91 | 33.3 | 33.3 | 47.3 |
| | 24-26 | 71 | 26.0 | 26.0 | 73.3 |
| Valid | 27-29 | 29 | 10.6 | 10.6 | 83.9 |
| | 30-above | 44 | 16.1 | 16.1 | 100.0 |
| | Total | 273 | 100.0 | 100.0 | |

Age between 27-29 is 29 respondent with 10.6% percentage and 30-above are 44 respondent with a percentage of 16.1%. the age bracket makes us understand that the majority of the student in Cyprus are all youth that fall in different range and all are the students.

Universities of the respondents

From the total number of respondents, 190 are from near east university with a percentage of 50.8% and the remaining which is 184 respondents are from Cyprus international university and the percentage is 49.2 %.

Table 4:

University of respondent

| | frequency | percent | Valid percent | Cumulative percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid CIU | 138 | 50.5 | 50.5 | 50.5 |
| Valid NEU | 135 | 49.5 | 49.5 | 100.0 |
| Total | 273 | 100.0 | 100.0 | |

Origin of the respondent

The respondent is a student from a different continent, a student from Africa, Asia, Europe, Central America, and Australia. Most of the respondent are from African (Burkina Faso, Cameroon, Congo, Egypt, Eritrea, Ethiopia, Gambia, Gabon, Guinea, Morocco, Sudan, Zambia, Zimbabwe, Swaziland, Rwanda, Nigeria, Ghana, Namibia, Somalia, South Africa, Togo, Uganda, Kenya, Libya, Burundi, Tanzania), follow by Asia (Iran, Iraq, Palestine, Jordan, Philippines, Yemen, Pakistan, Syria, Lebanon, Saudi Arabia), Europe (Cyprus, Turkey) and then a few of Central America (Bahamas) and Australia (New Zealand). Out of the 273, respondents 145 are from Nigeria with a percentage of 53.1% and then Zimbabwe which is 35 with a percentage of 12.8%, Cameroon is 16 with percentage of 5.9% and others is 77 with percentage of 28.2%.

Table 5:*Origin of respondent*

| | frequency | percent | Valid percent | Cumulative percent |
|----------------|-----------|---------|------------------|-----------------------|
| Nigeria | 145 | 53.1 | 53.1 | 53.1 |
| Zimbabwe | 35 | 12.8 | 12.8 | 65.9 |
| Valid Cameroon | 16 | 5.9 | 5.9 | 71.8 |
| Others | 77 | 28.2 | 28.2 | 100.0 |
| total | 273 | 100.0 | 100.0 | |

class year of the respondent

from the table, the freshman is 35 with a percentage of 12.8%, sophomore is 17 with a percentage of 6.2%, the junior is 16 with a percentage of 5.9% and the senior is 56 with a percentage of 20.5% and lastly graduate(just finishing, master and PhD) which is the highest 149 student with a percentage of 54.6

Table 6:*Class of respondent*

| | frequency | percent | Valid percent | Cumulative percent |
|--------------|-----------|---------|------------------|-----------------------|
| Freshman | 35 | 12.5 | 12.5 | 12.5 |
| Sophomore | 17 | 6.2 | 6.2 | 19.0 |
| Valid Junior | 16 | 5.9 | 5.9 | 24.9 |
| Senior | 56 | 20.5 | 20.5 | 45.4 |
| Graduates | 144 | 54.6 | 54.6 | 100.0 |
| total | 374 | 100.0 | 100.0 | |

Department of respondent

From the table7, below the department of the respondent was listed below and their frequency. out of 273 respondents. the Economics & administrative is 80 respondents with 29.3%.

Table 7:*Department of respondent*

| | | frequency | percent | Valid percent | Cumulative percent |
|-------|-------------------------------|-----------|---------|------------------|-----------------------|
| | Economics & administrative | 80 | 29.3 | 29.3 | 29.3 |
| | Engineering | 80 | 29.3 | 29.3 | 58.6 |
| Valid | Nursing | 20 | 7.3 | 7.3 | 65.9 |
| | Others | 93 | 34.1 | 34.1 | 100.0 |
| | Total | 273 | 100.0 | 100.0 | |

The respondent that recorded 80 are in the engineering department with a percentage of 29.3%, 20 respondents from Nursing with a percentage of 7.3 and the rest respondent are from other departments which is 93 respondents with 34.1%.

CHAPTER 4

RESULTS

The chapter presents the results of the study. First, there is a discussion on descriptive statistics. Then the Mann-Whitney test alternative for independent sample t-test analysis. Finally, the results of the research question.

4.1 Descriptive statistics

4.1.1 Normality test

The normality test was carried out using Kolmogorov-Smirnov and Shapiro-wilk test to know if the distribution is normal. Kolmogorov-Smirnov test and Shapiro-Wilk test is a well-known test and is more appropriate for a small sample size. We use the test to find out the distribution. The normality test is a normal distribution if the value of p is greater than 0.05 ($p > 0.05$).

Table 8:

Normality test

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| READY TO LEAD | .111 | 273 | .000 | .970 | 273 | .000 |
| AFFECTIVE IDENTITY WILLINGNESS L | .110 | 273 | .000 | .985 | 273 | .006 |
| NON-CALCULATIVE WILLINGNESS L | .100 | 273 | .000 | .952 | 273 | .000 |
| SOCIAL NOMATIVE WILLINGNESS L | .122 | 273 | .000 | .960 | 273 | .000 |
| ABLE TO LEAD | .108 | 273 | .000 | .977 | 273 | .000 |

a. Lilliefors Significance Correction

From the results, it shows us that the data is not a normal distribution, and this could be as a result of the sample size. Therefore, a non-parametric test will be carried out and the Mann-Whitney test will be used.

4.1.2 Mean score 25 items

The descriptive statistic consists of the mean and standard deviation and the tables are below explained by each model Ready, the subsect of willingness; Affective identity, non-calculative and social normative, and Able. The mean score is all above the midpoint 5-point scale and their standard deviation was mostly distributed within the 0-1 interval.

The table 9, below shows the mean score of ready to lead.

Table 9:

Mean score for Ready

| Questions | N | Total | | Male | | Female | |
|--|-----|-------|-------|------|-------|--------|-------|
| | | Mean | SD | Mean | SD | Mean | SD |
| READY TO LEAD (RDTL) | | | | | | | |
| 1. It is appropriate for people to accept leadership or position when are asked. | 273 | 3.55 | 1.039 | 3.59 | 1.037 | 3.46 | 1.045 |
| 2. I feel that I have a duty to lead others if I am asked to. | 273 | 3.82 | 1.076 | 3.89 | 1.055 | 3.66 | 1.107 |
| 3. Most of the time, I prefer being a leader rather than a follower when working in a group. | 273 | 3.20 | 1.140 | 3.31 | 1.167 | 2.97 | 1.049 |
| 4. I agree to lead whenever I am asked or nominated by other people. | 273 | 3.76 | .993 | 3.78 | .995 | 3.71 | .991 |

In the **Ready(self-efficacy)** item, the first question” It is appropriate for people to accept leadership or position when are asked.”The mean of male (3.59) is high than female(3.46) make us understand that when it comes to self-efficacy, male gender are ready to take responsibility than female and have confidence that it is appropriate to accept leadership or take position when asked. The male gender (3.89) feels is his duty to lead in any group he finds himself than the female gender (3.66), showing the masculinity nature to head in him. And the next question “Most of the time, I prefer being a leader rather than a follower when working in a group”, it shows the trait of the male (3.31) always

wanting to head rather than the female gender (2.97). Lastly under ready model, the male gender (3.78) are always ready to make themselves available whenever they are ask to lead than the female gender (3.71). The difference is not much because now adays many ladies are rising up their self-efficacy to lead.

The three sub-scale of willingness to lead;

Affective identity willingness to lead is leading because you see yourself as a leader and below is the questions that address it based on the perception of student of themselves.

Table 10:

Mean score for Affective identity

| Question | No | Total | | Male | | Female | | |
|---|---|-------|------|-------|------|--------|------|-------|
| | | Mean | SD | Mean | SD | Mean | SD | |
| AFFECTIVE IDENTITY WILLINGNESS TO LEAD (AIWTL) | | | | | | | | |
| 5 | I would agree to lead others even if there are no special rewards or benefit to the role. | 273 | 3.88 | 1.053 | 3.86 | 1.070 | 3.90 | 1.023 |
| 6 | I show respect for the personal feelings of other people. | 273 | 4.26 | .900 | 4.24 | .941 | 4.29 | .815 |
| 7 | I will not agree to lead if I cannot see any benefits from accepting the role. | 273 | 2.47 | 1.323 | 2.49 | 1.326 | 2.42 | 1.321 |
| 8 | I would want to know "what is in it for me" if I am going to agree to lead a group. | 273 | 2.77 | 1.291 | 2.83 | 1.267 | 2.63 | 1.335 |
| 9 | I know how to encourage good group performances. | 273 | 3.84 | .983 | 3.89 | 1.045 | 3.73 | .836 |
| 10 | I am the type of person who is not interested in leading others. | 273 | 2.52 | 1.163 | 2.40 | 1.111 | 2.78 | 1.232 |
| 11 | I behave in a manner that is thoughtful to the needs of the other members. | 273 | 3.94 | .926 | 4.02 | .825 | 3.90 | .970 |

The first question on affective identity to lead “*I would agree to lead others even if there are no special rewards or benefit to the role*”, shows that female gender(3.90) are more than male (3.86) in terms of leading without know the benefits. And this support a study that women are more in the non-profit make organization and Gofunding raising than male and this is because female leaders were found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male gender (Guerrero, 2019). The next question “*I show respect for the personal feelings of other people*”, female (4.29) is high in showing concern fo the feelings of others than the male (4.24). The next question, question7, “*I will not agree to lead if I cannot see any benefits from accepting the role*”,the male (2.49) is high than the female (2.42), the male are more of rewards and benefit in leadership than causing a change by leading people. The question8, “*I would want to know “what is in it for me” if I am going to agree to lead a group*”,the male (2.83) are high than the female (2.63). The next question, “*I know how to encourage good group performances*” shows that the male (3.89) knows are to encourage good performance than the female (3.73).the question10,” *I am the type of person who is not interested in leading others*” shows us that female gender are not interested in leadership, the mean score says that female (2.78) is high than the male (2.40). Lastly on affective identity’s question, male (4.02) behave well in respect to the group than the female (3.90).

Non-calculative willingness to lead is the leading because someone has to filled the position. Someone has to be in control to direct the rest of the members, and belows are the questions related to it. The four questions makes us understand who is more Non-calculative and willing to lead.

Table 11:*Mean score of Non-calculative*

| Question | NO | Total | | Male | | Female | |
|--|-----|-------|-------|------|-------|--------|-------|
| | | Mean | SD | Mean | SD | Mean | SD |
| NON-CALCULATIVE WILLINGNESS TO LEAD (NCWTL) | | | | | | | |
| 12. I commend others members for doing better than average job. | 273 | 4.05 | .875 | 4.12 | .877 | 3.88 | .850 |
| 13. I am confident of my ability to influence the group I lead. | 273 | 3.93 | .968 | 4.00 | .997 | 3.80 | .894 |
| 14. I give special recognition when the work of another group member is very good. | 273 | 4.11 | .865 | 4.17 | .887 | 4.12 | .823 |
| 15. I usually want to be the leader in the group that I work in. | 273 | 3.10 | 1.117 | 3.18 | 1.096 | 2.93 | 1.146 |

The first question says;” *I commend others members for doing better than average job*”, the male is high(4.12) in applaud others better than himself than the female (3.88). The male (4.00) is more confident to influences others than the female (3.80) in the question13, “*I am confident of my ability to influence the group I lead*”. The next questions “*I give special recognition when the work of another group member is very good*” shows us that male (4.17) recongnise and appreciate other group even though he may not be part and they did well than the female (4.12). The last questions points to the masculinity of the male as head, “*I usually want to be the leader in the group that I work in*”. the male (3.18) is high than the female (2.93).

Social normative willingness to lead is the aility to take up a position because your fiends or peers wants to lead, leading because others want you to. Below are the four questions pertain to social normative willingness to lead.

Table 12:*Mean score on Social normative*

| Question | | Total | | Male | | Female | | |
|--|--|-------|------|-------|------|--------|------|-------|
| | | Mean | SD | Mean | SD | Mean | SD | |
| SOCIAL NORMATIVE WILLINGNESS TO LEAD. (SNWTL) | | | | | | | | |
| 16. | I am the type of person who like to oversee others. | 273 | 2.22 | 1.206 | 2.18 | 1.159 | 2.30 | 1.300 |
| 17. | I have a tendency to take charge in most groups or teams that I work in. | 273 | 3.16 | 1.049 | 3.22 | 1.017 | 3.06 | 1.112 |
| 18. | I am only interested to lead a group if there is an advantage for me. | 273 | 2.37 | 1.227 | 2.32 | 1.232 | 2.48 | 1.216 |
| 19. | I have no ideas what it takes to keep a group running smoothly | 273 | 2.26 | 1.136 | 2.14 | 1.077 | 2.52 | 1.216 |

The first question in the table above shows that in one way or the other female (2.30) likes to overseer than the male (2.18). Question 17, shows that the male (3.22) has more tendency to take authority than the female (3.06). Question 18, shows that female (2.48) than the male (2.32). The last question, "I have no ideas what it takes to keep a group running smoothly" shows that the female (2.52) don't have an idea on how to keep a group going than the male (2.14).

Able to lead. This has to with transactional and transformational skills to lead. The ability to carry the burdens of others and lead them alright. Below is the mean score of students ask about their perception of themselves being leaders.As seeing the table 13 below

Table 13:*Mean score on Able to lead*

| | | Total | | Male | | Female | | |
|---------------------------|---|-------|------|-------|------|--------|------|-------|
| | | Mean | SD | Mean | SD | Mean | SD | |
| ABLE TO LEAD (ATL) | | | | | | | | |
| 20 | I know what it takes to make a group accomplish its task. | 273 | 3.84 | .911 | 3.87 | .894 | 3.75 | .945 |
| 21. | I believe I can contribute more to a group if am a follower. | 273 | 3.37 | 1.140 | 3.29 | 1.102 | 3.52 | 1.207 |
| 22. | I have my own problems to worry about than to be concerned about the rest of the group. | 273 | 3.63 | 1.134 | 3.69 | 1.116 | 3.52 | 1.169 |
| 23. | I know a lot more than most students about what it takes to be a leader. | 273 | 2.94 | 1.101 | 3.07 | 1.099 | 2.75 | 1.080 |
| 24. | I am the type who would actively support a leader but prefer not to be appointed as a leader. | 273 | 3.38 | 1.040 | 3.36 | 1.036 | 3.42 | 1.053 |
| 25. | I always give positive feedback when other members perform well. | 273 | 4.35 | .800 | 4.34 | .808 | 4.37 | .789 |

The question 20, "I know what it takes to make a group accomplish its task" shows that the male (3.87) is more than the female (3.75). The next question shows that the female (3.52) is more of a follower than the male (3.29). The question 22 shows that the male (3.69) is more concerned even when they have their problems than the female (3.52). "I know a lot more than most students about what it takes to be a leader", male (3.07) is more than the female gender (2.75). The next question shows that the female (3.42) is more of a supported than the male (3.36). Lastly, "I always give positive feedback

when other members perform well" female (4.37) always report back then the male (4.34).

4.1.3 Overall mean model

Overall mean model is below in table 14, it shows us the total mean score of the model Ready-Willing-Able of leadership training.

Table 1:

Mean score on overall leadership capacity

| | | | No | Total | | Male | | Female | |
|----|---------------------|-----|--------|--------|--------|--------|--------|--------|----|
| | | | | Mean | SD | Mean | SD | Mean | SD |
| 1. | READY TO LEAD | 273 | 3.5797 | .76746 | 3.6427 | .79683 | 3.4494 | .68898 | |
| 2. | WILLINGNESS TO LEAD | 273 | 3.2288 | .40040 | 3.2319 | .36796 | 3.4494 | .68898 | |
| 3. | ABLE TO LEAD | 273 | 3.5867 | .45466 | 3.6024 | .44003 | 3.5543 | .48447 | |

The overall mean score shows that for "READY TO LEAD", the male has more confidence and self-efficacy to lead any group than the female. Male count themselves to be more confident and ready to lead than the female. The willingness to lead, it is the psychological press on an individual to act in leadership behavior. This shows that the female is more willing and motivated to lead, after combining the three sub-scale. In one of the study, shows women tend to voluntary and help in leading than men, several studies have found that in the United States more women volunteer than men (e.g., DiMaggio and Louch, 1997; Wilson and Musick, 1997) and they are attached so much value in helping to lead people.

Finally, the male has more skills to lead than the female, when it comes to the "able to lead". Male rate themselves higher than the female.

4.2 Mann-Whitney test

Mann-Whitney test is used to compare the differences between two or more independent variables when the dependent variable is either ordinal or continuous. And it uses an alternative to independent samples t-test when your data is not a normal distribution. As seeing below in table 14, shows the rank of the gender in the model, Ready-Willing-Able.

Table 14:

Mann-Whitney test rank

Rank

| | Gender | N | Mean Rank | Sum of Rank |
|--|--------|-----|-----------|-------------|
| Ready to lead | Male | 184 | 144.59 | 26605.00 |
| | Female | 89 | 121.30 | 10796.00 |
| | Total | 273 | | |
| Affective Identity willingness to lead | Male | 184 | 136.25 | 25069.50 |
| | Female | 89 | 138.56 | 12331.50 |
| | Total | 273 | | |
| Non-calculative willingness to lead | Male | 184 | 145.47 | 26767.00 |
| | Female | 89 | 119.48 | 10634.00 |
| | Total | 273 | | |
| Social normative willingness to lead | Male | 184 | 133.79 | 24618.00 |
| | Female | 89 | 143.63 | 12783.00 |
| | Total | 273 | | |
| Overall Willingness to lead | Male | 184 | 138.81 | 25541.00 |
| | Female | 89 | 133.26 | 11860.00 |
| | Total | 273 | | |
| Able to lead | Male | 184 | 139.91 | 25743.50 |
| | Female | 89 | 130.98 | 11657.50 |
| | Total | 273 | | |

Mann-Whitney test rank showed that males rank higher than females in "Ready to lead, non-calculative willingness to lead and Able to lead" and

females rank higher in "Affective identity willingness to lead and social normative to lead" than male. This is based on the perception of themselves..

Table 15:

Mann-Whitney test statistics

Test Statistics^a

| | Mann-Whitney u | Wilcoxon W | Z | Asymp.Sig.(2-tailed) |
|--|----------------|------------|--------|----------------------|
| Ready to lead | 6791.000 | 10796.000 | -2.298 | .022 |
| Affective identity willingness to lead | 8049.500 | 25069.500 | -.228 | .820 |
| Non-calculative willingness to lead | 6629.000 | 10634.000 | -2.571 | .010 |
| Social normative willingness to lead | 7598.000 | 24618.000 | -.971 | .332 |
| Overall Willingness to lead | 7598.000 | 24618.000 | -.971 | .332 |
| Able to lead | 7652.500 | 11657.500 | -.882 | .378 |

a. Grouping Variable: Gender

From the table above, the "Ready to lead " is significant because of $p < 0.05$, 0.022 , ($u=6791$, $p=0.22$).

"Affective identity willingness to lead", one of the sub-scales of willingness to lead is not statistically significant. $p > 0.05$, ($u=8049.50$, $p=0.820$)

"Non-calculative willingness to lead", one of the sub-scales of willingness to lead is statistically significant ($u=6629$, $p=0.010$).

"Social normative willingness to lead", one of the sub-scales of willingness to lead is not statistically significant. ($u=7598$, $p=0.332$, $p > 0.05$).

General "willingness to lead "is not statistically significant ($u=7855$, $p=0.586$, $p > 0.05$).

Lastly, "Able to lead" is not statistically significant ($u=7652.50$, $p=0.378$, $p > 0.05$).

4.3 Overview of research question

Does student gender have any influences on students' perception of themselves being effective leaders?

The analysis conducted, the result shows that student gender influences the perception of themselves being effective leaders. The Mann-Whitney test carried out, an alternative to independent sample t-test shows that using the leadership capacity model, student gender is statistically significant to Ready to lead and one of the sub-scales of willingness to lead, which is non-calculative willingness to lead. The male are high than female in the leadership training model.

4.4 Discussion

This study makes us understand the perception of student gender on their leadership capacity. The related study compared and contrast the perception of student gender on their self and others concerning them. There have emerged statistically significant differences in our study relating to respondent rating themselves as leaders. Focusing on the self-efficacy to lead which is "the ready model", it shows Statistically significant and going further it shows that male gender rate themselves higher as more confident and having self-efficacy than female gender. And in a similar study man rate themselves higher than women to be more confident, one of the articles, Tacy, said women need to do a better job in declaring themselves and in becoming their advocates; speaking and acting confidently and mentally promoting themselves to a future-focused"(Seiko, 2018). Showing us that female gender perception of themselves is a prototype of women in the professional world, and women lack more confident to lead than the male that has more confident in leadership.

There was a statistically significant of student gender and non-calculative willingness to lead, one of the sub-scales of willingness to lead, student gender is motivated to lead and direct others and, in the ranking, it shows that male's rate themselves higher than the female. In previous study which is gender-related, it indicates that women are not ahead in leadership (Eagly, et., al.,1995; Goktepe & Schrieier, 1989; Manning et., al.,2013, Powell, 2012; Petersen,2017). Feminist has been ongoing for a while, women trying to prove

that what a man can do, women can do it better. Male still head in a top leadership position, research has shown that women are more in supporting and helping to grow an organization than heading the organization. The study explains the potential significance of present leader gender demographics in the world at large, male are currently holding the majority of the leadership position in the professional world (Petersen, 2017).

However, the female gender has higher representation in non-profit making organizations and the representation of student organizations based on Dugan's fifty institution study on college student involvement (2016). In leadership skill, able to lead and rest of the sub-scale of willingness to lead which is Affective identity to willingness o lead and social normative willingness to lead, there are no significant differences, these may make one begins to ask which is more important in the leadership capacity o in the leadership training model? Could it be one's confident in leading and the extent to which one peer wants you to lead because of the self-image or perceived skilled applied to one's behavior (Petersen, 2017), According to the leadership capacity model or leadership training model, Aall the three are important that is Ready, willing and able are very important and necessary(Keating, et., al.,2018).

However these results are could indicate increase in the number of female gender in the workplaces, it is noted that women are increasingly taking the leadership position and current professional setting shows an increase of interest in all level of leadership among women(Manning et., al.,2015; Alliances for board diversity, 2018). In this sense we can interpret our result to indicate that student gender influences leadership perception of themselves as students graduate and move into the professional organization, they will take with them their perception of leadership capacity. The research may not all be significant as a result of sample size and most of the respondent is not from the management faculty, mostly from engineering and other health-related faculty it could be factor that affected the result and the nationality is also a factor that can affect, each country bring up their children differently, for example in African women are trained to support and to be under while the male is training as the head. individual traits could have also contributed to the result.

4.5 Implication

The examination causes us to comprehend that student leadership is a model of administration in reality and one-sided held by student about themselves in their conventional instruction can significantly impact how they utilize initiative open door later on, this investigation gives a picture of initiative in the expert world perceiving these issues early will give extraordinary understanding and how teacher or the personnel can demonstrate initiative preparing for the student. The college gives an extra educative educational plan that will support student, it will be a road to prepare and develop the administration limit in the student. A student's association at colleges incorporates pre-proficient association, that give early vocation encounters and systems administration for the student (Powell,2012; Rosch et., al.,2014; Petersen, 2017).

For the leadership educators, the recognition of student's views on the perception of leadership related to the female gender on how they see themselves, educators should strive to help the student overcome the barrier in their perception of themselves being leaders.

Leadership researchers can make use of the finds to provide a more clearer picture of one of the factors that can influence effective leaders, for a person to fill the position of a leader, how you see yourselves matters. Another study shows that the student rate of other fellow students shows that male rater their fellow male and female rater their fellow women and these can also be seen as a challenge in the professional world (Petersen, 2017). As indicated by Emrich(1999), the activity type that is the errand allocated just as the trouble of the undertakings, impacts the apparent leaders(Emrich, 1999; Goktepe and Schneier,1989), future research ought to investigate understudy sex recognition as impacts to authority, finding different factors that can influence the impression of pioneer's character, capability, and certainty.

CONCLUSION

Research shows how student gender perceived themselves to be leadership and this perception can go with them in to the professional world, the findings in study show one of the reason for slow increasing of women in the professional world. The benefit of the leadership training model, how university is a training ground for leadership in the world. Futher study should be carried out to know why other leadership training model are not significant.

Every field of learning should encourage leadership training in the curriculum and see to the success, it is important Universities should include leadership development in every field of studies and not just in the management department. And confidence should be built in the gender both male and female. The university should provide a means of practical work for the student and not just classroom learn. Theory and practical help in the development of complete learning. This research will help the university to know how they can build the image of the university is investing in their student, by building and developing leadership qualities in them, it will be a promotion and added advantage for the schools.

It is however suggested that future research should evaluate effective leadership traits among the male and female gender and other variables should be included in carrying out the research. This research may not valid in other countries and the university's background.

LIMITATION OF THE STUDY

- The findings of the research are limited to the student in North Cyprus.

ASSUMPTION OF THE STUDY

- The number of the selected sample size is accepted to be the representation of the whole universe.
- The responded contributed willingly to the research and they clear and honest answer was given.

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APPENDIX QUESTIONNAIRE FORM

Dear Student Respondent,

This questionnaire is part of a thesis entitled “THE INFLUENCE OF GENDER ON LEADERSHIP PERCEPTIONS: A STUDY OF UNIVERSITY STUDENTS” which is being conducted at Near East University, Department of Business Administration Master’s Program.

As a respondent please complete the questionnaire as accurately as possible. All responses will be kept confidential and will only be used for academic purposes. Your correct and sincere responses will ensure the validity of this work. We would like to thank you in advance for your interest.

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SECTION A: Demographic Details

1. Gender
 - a. Male
 - b. Female

2. Age
 - a. 18-20
 - b. 21-23
 - c. 24-26
 - d. 27-29
 - e. 30- above

3. What is your country of origin?
.....

4. Which university are you studying at?.....

5. What is your current class year?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate

6. What is your department of study?

SECTION B: Assessment on Leadership

Please respond to each statement below by marking (X) for the best fitting number. There is no right or wrong answer. It is important that you respond to all statement.

| Strong disagree | Disagree | Neutral | Agree | Strongly agree |
|-----------------|----------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | It is appropriate for people to accept leadership or position when are asked. | | | | | |
| 2 | I feel that I have a duty to lead others if I am asked to. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 3 | Most of the time, I prefer being a leader rather than a follower when working in a group. | | | | | |
| 4 | I agree to lead whenever I am asked or nominated by other people. | | | | | |
| 5 | I would agree to lead others even if there are no special rewards or benefit to the role. | | | | | |
| 6 | I show respect for the personal feelings of other people. | | | | | |
| 7 | I will not agree to lead if I cannot see any benefits from accepting the role. | | | | | |
| 8 | I would want to know " <i>what is in it for me</i> " if I am going to agree to lead a group. | | | | | |
| 9 | I know how to encourage good group performances. | | | | | |
| 10 | I am the type of person who is not interested in leading others. | | | | | |
| 11 | I behave in a manner that is thoughtful to the needs of the other members. | | | | | |
| 12 | I commend others members for doing better than average job. | | | | | |
| 13 | I am confident of my ability to influence the group I lead. | | | | | |
| 14 | I give special recognition when the work of another group member is very good. | | | | | |
| 15 | I usually want to be the leader in the group that I work in. | | | | | |
| 16 | I am the type of person who lie to oversee others. | | | | | |
| 17 | I have a tendency to take charge in most groups or teams that I work in. | | | | | |
| 18 | I am only interested to lead a group if there is an advantage for me. | | | | | |
| 19 | I have no ideas what it takes to keep a group running smoothly. | | | | | |
| 20 | I know what it takes to make a group accomplish its task. | | | | | |
| 21 | I believe I can contribute more to a group if am a follower. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 22 | I have my own problems to worry about than to be concerned about the rest of the group. | | | | | |
| 23 | I know a lot more than most students about what it takes to be a leader. | | | | | |
| 24 | I am the type who would actively support a leader but prefer not to be appointed as a leader. | | | | | |
| 25 | I always give positive feedback when other members perform well. | | | | | |

PLAGIARISM REPORT

THE INFLUENCE OF GENDER ON LEADERSHIP PERCEPTIONS: A STUDY OF UNIVERSITY STUDENTS

by Faith Ojonugwa Omata

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ETHICS COMMITTEE APPROVAL



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

12.07.2019

Dear Faith Ojonugwa Omata

Your application titled “**The Influence Of Gender On Leadership Perceptions: A Study Of University Students**” with the application number YDÜ/SB/2019/501 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.