

AUTHENTIC LEADERSHIP DESIGNATED BY STUDENTS OF VEDIC AND FORMAL EDUCATIONAL SYSTEM

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Key words

Authentic leadership
Self awareness
Internalized moral perspective
Balance processing
Relational transparency

ABSTRACT

A comparative study was conducted to know and compare the authentic leadership qualities designated by students of Vedic and formal educational system. A differential design is employed in the present study. Major finding of the study depicts that, majority of the students of Vedic educational systems are show in high level of self awareness, internalized moral perspective, balanced processing and relational transparency, where as the students of formal educational system showed low level of these components of authentic leadership. When analyzed for authentic leadership the students of Vedic educational system showed very high and high level whereas the students of formal educational system showed high and low level of authentic leaders. The results prove that Vedic system is successful in molding the personality of the child and making them authentic leaders. Due to lack of virtues in the students of formal educational system has withdrawn them from becoming authentic leaders

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1.INTRODUCTION

Authentic leadership is an approach to leadership that emphasizes on building the leaders legitimacy through honest relationship with followers which values their input and are built on an ethical foundation.

Education has a important influence in shaping of one's personality. It enriches the various traits of child's personality through daily experiences providing wider understanding of world.

India's educational and cultural traditions are the most ancient in the world's history and have contributed to a greater extent in this field. India has gone through many educational phases such as Vedic system, period of Universities like nalanda and taxila and later emerged the British system which laid down and formulated the present educational system. In Vedic period the main objective of education was to sublimate and turn the mind away from material knowledge and center it upon the spiritual world, thus establishing control over materialistic and base tendencies it is aimed in formation of character and personality.

Unfortunately education today is not promoting these objectives. There is a great general decline in character and conduct. The main reason for this failure is because, the education system today is concerned mainly with satisfy ing the sensed and developing intellectual skills, ignoring the development of virtues, qualities and resulting in the development of negative personality traits among the younger generation.

2. RESEARCH METHOD

A Systematic study has been conducted to study the authentic leadership possessed by the students of Vedic and formal education and the centers selected were "Maitreyee Gurukulam"- a center of Vedic education located in the city of vitla, dakshina kannada district and "St. Aloysious PU College"- a center of formal education located in Mangalore, dakshina kannada district.

Totally 46 students, about 23 from each educational institute who has completed minimum 6years of education were considered as the respondents.

The standard questionnaire “Authentic leadership self assessment questionnaire” developed by Walumbia and associates was adopted for the study. The questionnaire consisted of 4 dimensions like

- Self awareness
- Internalized moral perspective
- Balanced processing
- Relational transparency

The authentic leadership and its components were calculated based on the standards of the scale.

The standards of calculation

| Components | Items |
|----------------------------------|-----------------------------|
| 1. Authentic leadership | Total score of all items |
| 2. Components | |
| ➤ Self awareness | Total score of 1, 5, 9, 13 |
| ➤ Internalized moral perspective | Total score of 2, 6, 10, 14 |
| ➤ Balanced processing | Total score of 3, 7, 11, 15 |
| ➤ Relational transparency | Total score of 4, 8, 12, 16 |

The scores calculated for each component were further subjected to statistical function like standard deviation and mean and categorized as high, medium and low levels.

The extents of authentic leadership depicted by the respondents were categorized by following ranges of scores.

| | |
|------------|-------|
| Very high- | 64-80 |
| High- | 48-64 |
| Low- | 32-48 |
| Very low- | 16-32 |

3. RESULTS AND ANALYSIS

3.1 COMPONENTS OF AUTHENTIC LEADERSHIP

[n=23each]

| COMPONENTS | CATEGORY | VEDIC EDUCATION SYSTEM | | FORMAL EDUCATION SYSTEM | |
|--------------------------------|---------------|------------------------|------------|-------------------------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| Self awareness | Low [<10] | - | - | 6 | 26.09 |
| | Medium[11-16] | 12 | 52.17 | 17 | 73.91 |
| | High [>17] | 11 | 47.8 | - | - |
| Internalized moral perspective | Low [<10] | 1 | 4.3 | 9 | 39.13 |
| | Medium[11-15] | 10 | 43.4 | 14 | 60.8 |
| | High [>16] | 12 | 52.1 | - | - |
| Balanced processing | Low [<11] | 1 | 4.3 | 9 | 39.13 |
| | Medium[12-17] | 9 | 39.1 | 17 | 73.4 |
| | High [>18] | 13 | 56.5 | - | - |
| Relational transparency | Low [<12] | 3 | 13.04 | 5 | 26.09 |
| | Medium[13-16] | 11 | 56.5 | 16 | 69.5 |
| | High [>17] | 7 | 30.4 | 1 | 4.3 |

A. Self Awareness:

The data in the table shows that majority of the respondents from vedic system of education (47.80%) belonged to high level of self awareness whereas in formal educational system, none of the respondents showed high level of self awareness.

Gurukula/residential educational system its objectives and the involvement of vedic educational system respondents in special activities like yoga group, singing, veda chantings and other spiritual activities might have facilitated them to know aware and realize about the self.

Absence of these in formal educational system may be the reasons for the absence of high level of self awareness.

B. Internalized moral perspective

The results of the table indicate that majority of the respondents from vedic educational system (52.10%) were having high level of internalized moral perspective, whereas in formal educational system, majority of the respondents (60.80%) were having medium level of internalized moral perspective.

Practical and life oriented educational system encouraging and conducive environment provided to practice the activities might have facilitated to internalize and integrate the high morals among the respondents of vedic educational system.

Science, technical and material oriented formal educational system of today's competitive world may be result in the observation of medium level of internalized moral perspective among the respondents of formal educational system.

C. Balanced processing

The results of the table show that majority of the respondents from vedic system of education (56.50%) possessed high balanced processing, whereas in formal system of education, majority of the respondents (73.90%) possessed medium balanced processing i.e., as balanced processing refers to "leaders who show that they objectively analyze all the relevant data before coming to a decision".

Involvement of vedic respondents in practice of yoga, spiritual activities and responsibilities shouldered with respect to personal, social, educational activities at Gurukula and experience gained out of these may be the reasons to develop these potentialities to higher extent only among the respondents of vedic educational system.

D. Relational transparency

The results of the table reveals that about 30.4 per cent of the respondents from vedic educational system were depicted the high level of relational transparency, whereas about 69.50 per cent of the respondents from formal educational system were having medium level relational transparency.

Depiction of high level of relational transparency among respondents of vedic education system is due to the possession of big families, high level of internalized moral perspective, authentic leadership, openness to experience and agreeableness among majority of the respondents.

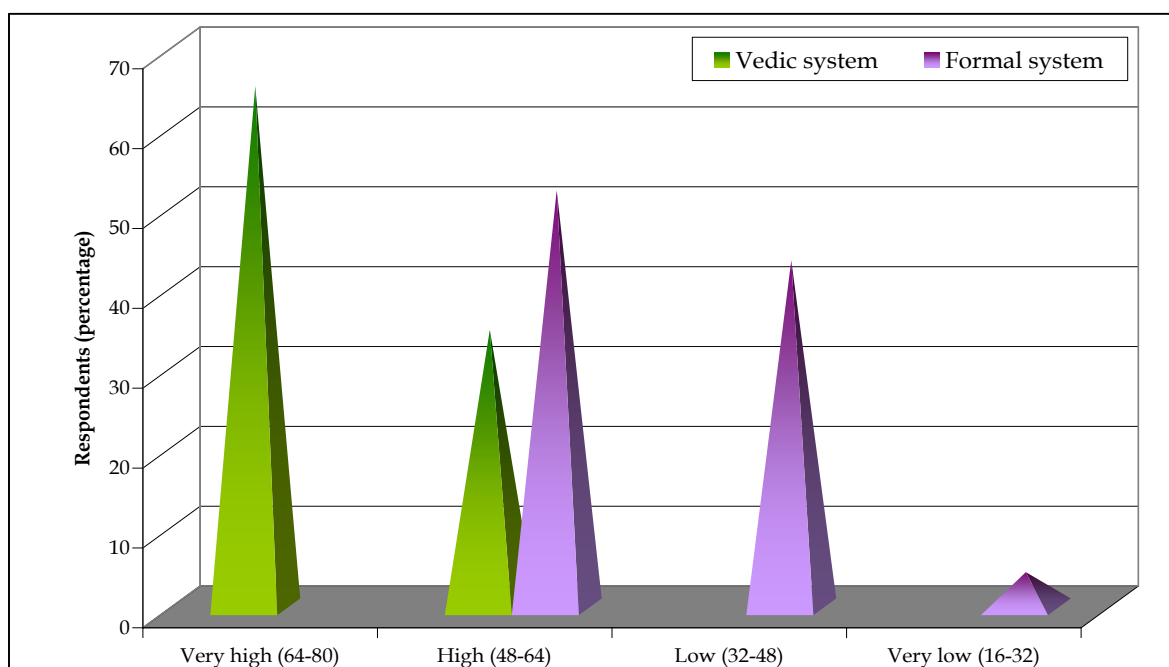
3.2 OBSERVATION OF AUTHENTIC LEADERSHIP AMONG THE RESPONDENTS

| Category | Vedic system | | Formal system | |
|-------------------|--------------|------------|---------------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Very high (64-80) | 15 | 65.20 | - | - |
| High (48-64) | 8 | 34.70 | 12 | 52.17 |
| Low (32-48) | - | - | 10 | 43.40 |
| Very low (16-32) | - | - | 1 | 4.34 |

Authentic leadership

The result of the table reveals that with respect to authentic leadership i.e., the quality of being true to oneself, majority of the respondents from vedic educational system (65.20%) belong to very high category, whereas in formal educational system, majority of the respondents (52.17%) belong to high category.

Lack of virtues like self respect, self control, sympathy, concern/caring towards others and their exposure to the worldly competitive society might have facilitated the respondents of formal educational system to depict high (52.17%) and low (43.40%) level of authentic leadership.



4. CONCLUSION

The results have proved the greater efficiency of Vedic students as compared to students of formal educational system. Hence the field of education needs to give greater attention towards producing excellent students with strong personality which is possible only when there is a balanced blend of formal system of education with the Vedic or moral or value based education as this also helps to overcome the constant erosion of the essential, social, moral and spiritual values observed in present era.

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