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INTRODUCTION

1.0 Introduction

All the speculation and speeches about the challenges in the new century have come and gone. Now trying to effectively manage 21st century organizations has become the harsh reality. Ask anyone today management professors, practitioners, or students what the major challenges are in today’s environment, and the answer will be fairly consistent: An uncertain economy and turbulent geopolitics preoccupy everyone’s concerns. However, as Sam Walton, the founder of Wal-Mart and richest person in the world when he died, declared to this author over lunch several years ago when asked what the answer was to successful organizations—“People are the key!” The technology can be purchased and copied; it levels the playing field. The people, on the other hand, cannot be copied. Although human bodies may be cloned in the future, their ideas, personalities, motivation, and organization cultural values cannot be copied.

Organizational success depends directly upon the style of the managers. It is really their styles that bring success in culture and ethos, which, in turn, help to create the necessary work culture to employee’s motivation and performance. It requires the combined efforts of all the members of the organization. The leader-manager plays a critical role here by creating a culture which Catalyses and canalizes the human energy or the potential for organizational growth and success. The fact that most of the management development programmed for the managers devote a substantial portion of their time to examining the role and style of the top leaders reflects the concern for building a top management cadre which could achieve success and shape the destiny of the organization.

Therefore, Sex and Gender Role in communication and leadership is one of the actual and continues study, which take interest of many people. To make research about sex and gender in communication and leadership, how they use styles of leaders, what they do in order to be effective and how they work with their followers of different gender. What
the main features of leaders they hold, how they make improvements and what they do for professional increase. Today, both women and men are trying to be equivalent in many ways of daily life; however, in work they are keeping style of communication and leadership according to the gender role. Anyway, what the main distinguishes between sex and gender role, what kind of attempt they are making? How they cope with different tasks in various spheres, remaining to the own basic of behavior, skills and attitude. it is very interesting subject for the researcher.

1.1 Research Background of the Study

The employees are the human beings working under the organization environment. Human beings are social animals; each and every human is different from other. They differ among themselves in terms of vary many facts and dimensions. They differ in terms of physical, psychological, social and cultural facets of their existence. Of all the factors that account for differences among individuals, gender may be taken to be a very powerful one. Gender is a term that has psychological or cultural rather than biological connotative. Terms for gender are masculine and feminine and androgynous.

There are many examples that have set the stage to analyze gender differences between men and women in the organization. Whether these gender differences exist in the way in which they communicate, influence, or lead. Since the late eighteenth century and has gone through three distinct waves. Each section has focused on different reforms ranging from women’s suffrage to equal pay to reproductive rights. The first wave of feminism focused on women’s suffrage and political equality for women. The wave’s biggest success was the ratification of the 19th amendment which gave women the right to vote. The second wave shifted the focus from political equality to gender equality in laws and eliminating cultural discrimination in society. And finally, the third wave focused on equality across not only gender, but race as well. The third wave also included extensive campaigning for greater women’s influence in politics. Each of these waves have, in some way, contributed to overcoming gender discrimination in different sectors of a woman’s life, ranging from legal equality to social equality to equality in the workplace.
The feminist movement not only liberated women, but also gave expression to their gender. This independent voice not only helped women gain equality, but gave them a unique voice gender differences in Leadership which helped place them in leadership and management positions. The women’s liberation movement was not only successful in establishing gender equality between men and women, but it also recognized females as unique and distinct from males. These recognized differences also have implications for gender differences in communication styles and leadership styles.

For a long time it was the men who worked to make money while women took care of the household responsibilities and accomplished the tasks of raising the children (Abbott, Wallace, & Tyler, 2005). However the scenario has changed. Women’s participation in the workforce have increased all around the world (Davidson & Burke, 2004). Davidson and Burke further noted that this increase has significantly effects families. Women’s involvement in paid work contributed to the rise of dual-earner family and has become the norm in many societies. These changes may impose some significant impact on women in implementing their roles at work place and in the family. Men and women have always been viewed as different and unique sets of people. Women are usually expected to assume the role of the caring nurturer focused on interpersonal relationships while independence, individualism, instrumental behaviors, and self-advancement are valued in men (Chodorow, 1989; Gilligan, 1982). Bem (1987) has defined the concepts of masculinity and femininity based on these societal conceptualizations of gender role. In a country like India, with its executive work force, it is high time to identify a model for the effective utilization of this potential. The lack of balance between male and female executive participation due to various reasons may result in positive or negative bias toward executives belonging to the two categories. If sex is not a determining factor in analyzing managerial capabilities of individuals, this research posits that Gender-role Orientation may be a more valid parameter. Research literature is inadequate in this domain particularly in India.

In Organization Manager’s main aim is to maximize the output of the organization through administrative implementation. They are instrumental in organizing, coordinating and facilitating followers’ performance. Therefore, leadership is one of many assets
which a successful manager must possess; to direct, supervise and to provide corrective feedback and support to subordinates in their day-to-day activities. The manager-subordinates dyadic relationship is guided by the leadership style of the manager. In other words, managerial behaviour such as monitoring, networking, coaching, mentoring, team building and motivating are important for developing subordinates’ skills, confidence and strengthening their identification with the organization and its mission.

Although, both organizational success and failure are influenced by a variety of factors, yet both phenomena are explained wholly in terms of the leadership style of the executives. The credit for the success as well as for the failure, therefore, invariably tends to go to the Executives or managers of the organization. This happens because of the attribution phenomenon.

Therefore, essential for the researchers to be sensitive about the supervisor’s and subordinate's communication styles and leadership styles, which is the magnitude of his actual contribution to the success or failure of the organization. Communication Styles consciously developed and utilized by executives can determine their persuasiveness while dealing with subordinates and others and hence can be deemed to be an important variable in explaining Executive Performance.

Eccles and Nohria (as cited in Barrett, 2006) explained that managers spend 70% to 90% of their day engaged in communication in the workplace. One challenge faced by managers and owners involves identifying the strengths and weaknesses of communication within their respective organizations. This is particularly important in situations where tasks are labor intensive, employee turnover is high, customer interaction is frequent, and high quality is expected (Chiang, Jang, Canter, & Prince, 2008). Through effective communication, leaders are able to lead. In the same way, good communication fosters trust, understanding, inspiration, and allows employees to effectively follow (Barrett, 2006). Leadership is not limited to those who hold managerial or supervisory positions. Leaders include any employee who goes above and beyond their responsibilities to advance the organization (Barrett, 2006). Therefore, it is necessary for managers and employees like to understand the principles of communication, the potential barriers to communication, and communication satisfaction in the workplace.
Several authors have noted that communication is central to leadership (Awamleh and Gardner 1999; Den Hartog and Verburg 1997; Frese et al. 2003; Kirkpatrick and Locke 1996; Riggio et al. 2003; Shamir et al. 1994; Spangler and House 1991; Towler 2003), but, except for studies devoted to oratory skills and content in highly specific speech-like contexts, few have attempted to operationalize the communication styles leaders use in their daily transactions with subordinates. Even fewer have attempted to find out what the relations are of these communication styles with general leadership styles and outcome variables. This is somewhat surprising, given that one of the core elements of leadership is a leader’s interpersonal communication style. In this study, we will consider leadership from this communicative perspective, and we will define a leader’s communication style as a distinctive set of interpersonal communicative behaviour. In line with Daft (2003) and McCartney and Campbell (2006), we make a distinction between the interpersonal aspects of leadership, which revolve around communicative activities in interpersonal relationships, and the managerial aspects of leadership, which revolve around non-interpersonal activities such as planning, organizing, decision-making, problem-solving, and controlling, and we will focus our work on the first of these two, i.e., a leader’s interpersonal communicative behaviors. The goal of this research is to operationalize a leader’s interpersonal communication style, to uncover the Biological sex and gender role differences between communication styles and leadership styles, to find out about the relationship between communication styles and leadership styles and observe status, income, age and job experience impact on leadership styles and communication styles.

1.2 Research Problem

The main issue or mater of thesis work is to make research of Biological sex and gender role(masculine, feminine, androgynous, undifferentiated) Impact on communication styles and leadership styles. Research also shows that how sex(male-female), status (supervisors-subordinates), and some demographic variables impact on communication styles and leadership styles. It is obvious that leadership is a male dominated and their communication styles is different than female, that’s why female have some advantages
and disadvantages, also prejudice and differ style of leadership and communication. It is very interesting to know and analyze leadership styles and communication styles, which can bring some ideas of leadership and communication. Hence, Present research title is as follows:

“A STUDY OF GENDER ROLE AND IT’S IMPACT ON COMMUNICATION STYLES AND LEADERSHIP STYLES AMONG ORGANIZATIONAL EMPLOYEES”

1.3 Objectives of the Study

Skill in research is to a large extent a matter of a judies choice about what to study deciding which of a series of possible ideas in pursue or which aspects of a problem to focus on. According to the research problem, objectives of present study are as mentioned below:

1. To study the impact of biological sex on gender role, communication styles and leadership styles among organizational employees.

2. To study the impact of status (supervisor and subordinate) on gender role, communication styles and leadership styles of organizational employees.

3. To study the effect of monthly income on gender role, communication styles and leadership style of organizational employees.

4. To study the effect of age on gender role, communication styles and leadership style of organizational employees.

5. To study the effect of job experience on gender role, communication styles and leadership style of organizational employees.

6. To study the effect of gender role orientation (feminine, masculine, androgynous, undifferentiated) on communication styles and leadership styles of Government employees.

7. To examine the relationship between communication styles and leadership styles of organization employees.

8. To give some suggestions for improvements of communication styles and leadership styles of the employees.
1.4 Null Hypotheses

\( H_{01} \) There is no significant mean difference between scores of gender role of Sex, Status and Income among organizational employees.

\( H_{0a} \) There is no significant mean difference between scores of gender role of female and male organizational employees.

\( H_{0b} \) There is no significant mean difference between scores of gender role of employees having different status(Supervisors and Subordinates) in organizations.

\( H_{0c} \) There is no significant mean difference between scores of gender role of an employee having salary below 50000 and above 60000.

\( H_{0d} \) There is no significant interaction effect of sex and status on gender role of organizational employees.

\( H_{0e} \) There is no significant interaction effect of sex and income on gender role of organizational employees.

\( H_{0f} \) There is no significant interaction effect of status and income on gender role of organizational employees.

\( H_{0g} \) There is no significant interaction effect of sex, status and income on gender role of organizational employees.

\( H_{02} \) There is no significant difference between scores of communication styles of Sex, Status and Income among organizational employees.

\( H_{0a} \) There is no significant mean difference between scores of communication styles of female and male organizational employees.
$H_0_b$ There is no significant mean difference between scores of communication styles of employees having different status (Supervisors and Subordinates) in organizations.

$H_0_c$ There is no significant mean difference between scores of communication styles of an employee having salary below 50000 and above 60000.

$H_0_d$ There is no significant interaction effect of sex and status on communication styles of organizational employees.

$H_0_e$ There is no significant interaction effect of sex and income on communication styles of organizational employees.

$H_0_f$ There is no significant interaction effect of status and income on communication styles of organizational employees.

$H_0_g$ There is no significant interaction effect of sex, status and income on communication styles of organizational employees.

$H_0_3$ There is no significant mean difference between scores of leadership styles of Sex, Status and Income among organizational employees.

$H_0_a$ There is no significant mean difference between scores of leadership styles of female and male organizational employees.

$H_0_b$ There is no significant mean difference between scores of leadership styles of employees having different status (Supervisors and Subordinates) in organizations.

$H_0_c$ There is no significant mean difference between scores of leadership styles of an employee having salary below 50000 and above 60000.
Ho_d There is no significant interaction effect of sex and status on leadership styles of organizational employees.

Ho_e There is no significant interaction effect of sex and income on leadership styles of organizational employees.

Ho_f There is no significant interaction effect of status and income on leadership styles of organizational employees.

Ho_g There is no significant interaction effect of sex, status and income on leadership styles of organizational employees.

Ho_4 There is no significant mean difference between scores of gender role of Sex, Status and age factor among organizational employees.

Ho_a There is no significant mean difference between scores of gender role of female and male organizational employees.

Ho_b There is no significant mean difference between scores of gender role of employees having different status (Supervisors and Subordinates) in organizations.

Ho_c There is no significant mean difference between scores of gender role of an employee having age below 30yr and above 50yr.

Ho_d There is no significant interaction effect of sex and status on gender role of organizational employees.

Ho_e There is no significant interaction effect of sex and age on gender role of organizational employees.

Ho_f There is no significant interaction effect of status and age on gender role of organizational employees.
$H_{0\varepsilon}$ There is no significant interaction effect of sex, status and age on gender role of organizational employees.

$H_{0\varepsilon}$ There is no significant mean difference between scores of communication styles of Sex, Status and age among organizational employees.

$H_{0\zeta}$ There is no significant mean difference between scores of communication styles of female and male organizational employees.

$H_{0\eta}$ There is no significant mean difference between scores of communication styles of employees having different status (Supervisors and Subordinates) in organizations.

$H_{0\omega}$ There is no significant mean difference between scores of communication styles of an employee having age below 30 year and above 50 year.

$H_{0\rho}$ There is no significant interaction effect of sex and status on communication styles of organizational employees.

$H_{0\sigma}$ There is no significant interaction effect of sex and age on communication styles of organizational employees.

$H_{0\tau}$ There is no significant interaction effect of status and age on communication styles of organizational employees.

$H_{0\upsilon}$ There is no significant interaction effect of sex, status and age on communication styles of organizational employees.

$H_{0\omega}$ There is no significant mean difference between scores of leadership styles of Sex, Status and age among organizational employees.

$H_{0\sigma}$ There is no significant mean difference between scores of leadership styles of female and male organizational employees.
$H_{0_6}$ There is no significant mean difference between scores of leadership styles of employees having different status (Supervisors and Subordinates) in organizations.

$H_{0_7}$ There is no significant mean difference between scores of leadership styles of an employee having age below 30 year and above 50 year.

$H_{0_4}$ There is no significant interaction effect of sex and status on leadership styles of organizational employees.

$H_{0_5}$ There is no significant interaction effect of sex and age on leadership styles of organizational employees.

$H_{0_6}$ There is no significant interaction effect of status and age on leadership styles of organizational employees.

$H_{0_7}$ There is no significant interaction effect of sex, status and age on leadership styles of organizational employees.

$H_{0_8}$ There is no significant mean difference between scores of gender role of Sex, Status and job experience among organizational employees.

$H_{0_9}$ There is no significant mean difference between scores of gender role of female and male organizational employees.

$H_{0_{10}}$ There is no significant mean difference between scores of gender role of employees having different status (Supervisors and Subordinates) in organizations.

$H_{0_{11}}$ There is no significant mean difference between scores of gender role of an employee having job experience below 15 year and above 25 year.
Ho_d: There is no significant interaction effect of sex and status on gender role of organizational employees.

Ho_e: There is no significant interaction effect of sex and job experience on gender role of organizational employees.

Ho_f: There is no significant interaction effect of status and job experience on gender role of organizational employees.

Ho_g: There is no significant interaction effect of sex, status and job experience on gender role of organizational employees.

Ho_h: There is no significant mean difference between scores of communication styles of Sex, Status and job experience among organizational employees.

Ho_i: There is no significant mean difference between scores of communication styles of female and male organizational employees.

Ho_j: There is no significant mean difference between scores of communication styles of employees having different status (Supervisors and Subordinates) in organizations.

Ho_k: There is no significant mean difference between scores of communication styles of an employee job experience below 15 year and above 25 year.

Ho_l: There is no significant interaction effect of sex and status on communication styles of organizational employees.

Ho_m: There is no significant interaction effect of sex and job experience on communication styles of organizational employees.

Ho_n: There is no significant interaction effect of status and job experience on communication styles of organizational employees.
Ho₈  There is no significant interaction effect of sex, status and job experience on communication styles of organizational employees.

Ho₉  There is no significant mean difference between scores of leadership styles of Sex, Status and job experience among organizational employees.

Ho₁₀ There is no significant mean difference among scores of communication style of Open and gender role (sex role orientation) of organizational employees.

Ho₁₁ There is no significant mean difference between scores of leadership styles of female and male organizational employees.

Ho₁₂ There is no significant mean difference between scores of leadership styles of employees having different status (Supervisors and Subordinates) in organizations.

Ho₁₃ There is no significant mean difference between scores of leadership styles of an employee having job experience below 15 year and above 25 year.

Ho₁₄ There is no significant interaction effect of sex and status on leadership styles of organizational employees.

Ho₁₅ There is no significant interaction effect of sex and job experience on leadership styles of organizational employees.

Ho₁₆ There is no significant interaction effect of status and job experience on leadership styles of organizational employees.

Ho₁₇ There is no significant interaction effect of sex, status and job experience on leadership styles of organizational employees.
There is no significant mean difference among mean scores of communication style of Funnel and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of communication style of Compromiser and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of communication style of Interviewer and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of communication style of Autocrat and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of Task Oriented and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of Bureaucratic and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of Personal Relation and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of Nurturant and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of Authoritative and gender role (sex role orientation) of organizational employees.

There is no significant mean difference among scores of leadership style of A,P+N and gender role (sex role orientation) of organizational employees.

There is no significant relationship between Communication Styles (Open, Funnel, Compromiser and Interviewer) and leadership styles (Task Oriented, Bureaucratic, Personal Relation, Nurturant and A,P+N) of Organizational Employees.

1.5 Definition And Concept of Gender Role

A gender role is a theoretical construct in the social sciences and humanities that refers to a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. Socially accepted
gender roles differ widely between different cultures. Proponents of gender role theory assert that observed gender differences in behavior and personality characteristics are, at least in part, socially constructed, and therefore, the product of socialization experiences; this contrasts with other models of gender that assert that gender differences are "essential" to biological sex. Gender differences exist in almost all societies. With differences in the norms adopted, this suggests that gender differences are, at least partly, influenced by culture.

The word gender is used to describe the characteristics, roles and responsibilities of women and men, boys and girls, which are socially constructed. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organized, not because of our biological differences.

World Health Organization (2009)

Gender roles are the ‘social definition’ of women and men. They vary among different societies and cultures, classes, ages and during different periods in history. Gender-specific roles and responsibilities are often conditioned by household structure, access to resources, specific impacts of the global economy, and other locally relevant factors such as ecological conditions.

Food And Agriculture organization (FAO, 1997).

Gender has several definitions. It usually refers to a set of characteristics that are either seen to distinguish between male and female, one's biological sex, or There are four genders: masculine (male), or feminine (female), Androgynous, Undifferentiated. Gender roles refer to the set of attitudes and behaviors socially expected from the members of a particular gender identity. Gender roles are socially constructed which are often politicized and manipulated, which then result in the oppression of people.

Cultures and societies are dynamic and ever-changing, but there has been extensive debate as to how, and how fast, they may change. Such debates are especially contentious.
when they involve the gender/sex system, as people have widely differing views about how much gender depends on biological sex.

1.6 Definition And Concept of Communication

Good communication is always one of the most difficult skills to master and probably a great source of friction and problems in any organization. Communication is, in the first instance, a process of transferring a particular information or message from an information source to a definite and particular destination. It sets employees in individual jobs, regulates their flow of work, coordinates their efforts, and secures better and higher work accomplishment. Management in action comes into existence as a direct result of communication. In other words, communication initiates human efforts and activities towards a successful execution of action plans. It is the essence of organized activity and is the basic process out of which all other functions are derived. Communication definition mention below:

“Communication is the intercourse by words, letters or messages”

Fred G. Meyer

“Communication is the transmission of meaning from one person to another, either verbally or non-verbally”

Barrett

“Communication may be formally defined as any process whereby decisional premises are transmitted from one member of an organization to another.”

H.A.Simon

“Communication is the process of passing information and understanding one person to another.”

Keith Davis

Thus, communication is a process involving two people, a sender and a receiver. Effective communication depends on the ability to listen as well as to speak. The end result of communication is understanding and to motivate a response. Right decision at
the right moment is the activating force of management. Proper and effective communication alone can provide.

Sufficient inputs and information to have right decisions and effective implementation of the same. Inadequate information to a worker affects only his job and few others, but poor information to a manager may affect the work of hundreds of persons and in turn the organization and its success. With a view to enabling good span of control, proper motivation and suitable guidance to workers, the management communication is essential for management functioning.

1.7 Definition And Concept Of Leadership

Leadership has existed since the beginning of civilization when men gathered in groups to fulfill different objectives. Discussions on leadership and its effectiveness can be found in old classics and scripts. Systematic research into the field of leadership is a product of the twentieth century. Since then a lot of work has been done in this field.

Leadership is an integral part of management and it plays important role in managerial functions. Peter Drucker considers Leadership as a human characteristic which lifts a man’s vision to higher foresights raises a man’s performance to higher standards and builds man’s personality beyond its normal limitation. A person’s leadership position exists only in relation to people and not things. A leader is one who happens to hold a sway over some attitudes, actions and behavior of a set of people, who comprise his consistency.

Thus, leadership is a process in which person attempts to influence another to accomplish some goal or goals. It is one of the most important factors influencing organizational performance because it is primary activity through which the goals of the organization are accomplished.
Definitions:

A few definitions of leadership may be helpful in clarifying the concept of leadership:

“Leadership is the activity of influencing people to strive willingly for group objectives.”

George R. Terry

“Leadership is influencing people to follow in the achievement of a common goal.

Koontz & O’Donnell

“Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor that binds a group together and motivates in towards goals.”

Keith Davis

“Leadership is the relationship between two or more people in which one attempts to influence the other towards the accomplishment of some goal or goals.”

Invancevich, Szilagy and Wallace

As it appears from the above definitions that leadership is mainly an influence process. The subject and object of influence differ in many respects, including important differences in who exerts influence, the purpose of influence attempts, and the manner in which influence is exerted. Moreover, the definition of leadership has progressive, broadened to include contributing, social order introducing. Major changes, giving meaning, purpose to work and to the organizations, empowering followers, infusing values and ideology.

Leadership has been defined in many ways, as there are thinkers who have attempted to analyze and define the leadership concept. However, despite the diversity in definitions, there is a similarity among the various definitions made in this area. Some of the
definitions and concepts of leadership have been reviewed by a number of scholars including Morris and Seeman (1950); Shartle (1951, 1956); Carter (1953); Gibb (1954, 1969) and Bass (1960). It is apparent from such syntheses that leadership has been defined as an initiation of structure; a-locus of group processes: as an art of inducing compliance; as the exercise of influence; as an actor behaviour; as a goal achievement; as an effect of interaction; as a differentiated role, and as a personality and its effects.

In the past 50 years, there have been as many as 65 different classification systems developed to define the dimensions of leadership. Some definitions view leadership as the focus of group processes. From this point of view, the leader is at the center of group (Bass, 1990). Another group of definitions looks at, leadership from a personality perspective, which suggests that leadership is blend of special traits or characteristics that individuals possess and that helps them to induce others to accomplish tasks. Other approaches to leadership have defined it as an act or behaviour. The activities leaders perform to bring about change in a group. In addition, leadership has been defined in terms of the power relationship' that exists between leaders and followers. From this viewpoint, leaders have power and use it to bring changes in others. Still others view leadership as an instrument of goal achievement‘ in helping group members to achieve their goals and meet their needs. This view includes leadership that transforms followers through vision setting, role modeling, and paying individual attention.

In a nut shell leadership has been conceptualized and many components are central to the phenomenon of leadership.

(a) Leadership is a process

(b) Leadership involves influence

(c) Leadership occurs within a group context

(d) Leadership involves goal attainment.
Based on these components, the following definition of leadership will be used in this study.

1.8 **Operational Definitions of Terms**

1.8.1 **Age** :- Current physical age of the employee of the organizations visited for the research.

1.8.2 **Sex** :- The biological sex of the employee of the organization whether Male or Female.

1.8.3 **Caste** :- The caste to which the employee belongs.

1.8.4 **Educational Qualification** :- The Education qualification and the degrees the employee has earned during his academic career.

1.8.5 **Designation** :- The post the designation at which the employee is working in the organization.

1.8.6 **Mother Tongue** :- The language the employee uses as his daily language to communicate is the mother tongue. It may be Gujarati, Hindi, English or any other language.

1.8.7 **Monthly Income** :- The income the employee is earning from his organization every month for his services.

1.8.8 **Type Of Family** :- Whether the employee belongs to joint family or separate family and the size of the family.

1.8.9 **Marital Status** :- Whether the employee is married or unmarried.

1.8.10 **Job Experience** :- The time period for which the employee has served to the organization.

1.8.11 **Gender** :- Refers to the attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with
cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.

1.8.12 **Androgynous** :- Term describing one who incorporates both masculine and feminine qualities.

1.8.13 **Masculine** :- Description of a trait, behavior, or interest assigned to the male gender role.

1.8.14 **Feminine** :- Description of trait, behavior, or interest assigned to the female gender role

1.8.15 **Gender** :- Term used to refer to the social categories of male and female.

1.8.16 **Gender role** :- Expectations that go along with being male or female.

1.8.17 **Gender-role attitude** :- One’s personal view about how men and women should behave.

1.8.18 **Sex-typed** :- Condition of possessing the biological traits of one sex and exhibiting the psychological traits that correspond with that sex.

1.8.19 **Leadership Behavior** :- Refers to the leader’s ability and readiness to inspire, guide or manage his subordinates.

1.8.20 **Boss / Bosses** :- Refers to the person who holds a dominant or superior position within an organization and having authority to direct or guide and inspires others

1.8.21 **Manager** :- Refers to the person who is in charge of a certain group of tasks, or a certain subset of an organization.

1.8.22 **Employees** :- Refers to any individual with good education and who performs administrative tasks in an organization.
1.9 Variables of the Study

“Any characteristic that takes on different values is called variable.”

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes.

“Any characteristic that can assume multiple values or can vary in participants” Variable can include age, gender, body weight, alcohol consumption, attitude and many, many other attributes.”

“Any measurable condition, event, characteristic, or behavior that can be controlled or observed in a study.”

There are three types of variables.

1) Independent variable
2) Dependent variable
3) Controlled variable

These variables are mentioned as below:

1.9.1 Independent variables

The independent variables are the conditions or characteristics that the experimenter manipulates in his or her attempt to ascertain their relationship to observed phenomena. The variable that is manipulated by the researcher to see how it affects the dependent variable.

As the subject of this research is “Gender role and it’s impact on communication styles and leadership styles among organizational employees.” The independent variables of this study are as under:

Variables

- Sex
- Designation
- Gender Role Orientation
- Age
- Monthly Income
- Job Experience
1.9.2 Dependent variables

The dependent variables are the conditions of characteristics that appear, disappear or change as the experimenter introduces, removes, or response outcome that the researcher measures, which is hoped to have been affected by the independent variables.

Scores of questionnaire mentioned below are the dependent variable of this study:

- Open Communication Style
- Funnel Communication Style
- Compromiser Communication Style
- Interviewer Communication Style
- Autocrat Communication Style
- Task Oriented Leadership Style
- Bureaucratic Leadership Style
- Personal Relations Leadership Style
- Nurturant Leadership Style
- Authoritative Leadership Style
- A,P+N Leadership Style

1.9.3 Controlled variables

In this study some of the variables are controlled, which are as below:

- Only married employees are taken.
- Only Bank employees have been taken.
- Employees are taken from only Rajkot city.
- Peons, Cleaning staff, security staff etc have been excluded.
1.10 The Important Of the Study

In India, leadership and communication studies have been made in educational and industrial fields, but scarcely in the sphere of public-sector undertakings. In the present study, as already pointed out, the main focus of analysis is to differences, the various leadership styles and communication styles among the supervisor and subordinates and their gender role.

1.11 The Limitations of the Study

1. Sample for this study is about 320, which is not enough for broad generalization.

2. In present study only Middle level and higher level employees has been taken which does not generalize on all categories of organizational employees.

3. Sample were selected only from various discipline of Rajkot, therefore results were limited for the employees.

4. Over here only questionnaire method was used to get data, which shows result limitation.

5. Here only government employees has been focused which is a limitation.

6. Some respondents did not give the required full information because of the fear. That they have on this area.

7. Insufficiency of time that is provided to conduct this research is also one provided to conduct this research is also one potential limitation of the study.

The present study materials are objectives and systematic organized and all these are classics in the following manners.
1.12 Plan of the Study

Chapter 1: It begins with background information on the research project. It also states the statement of research problem, aim, objectives and null hypotheses of the study. The scope of the study, definition of concepts, research methods and research structure, are also included in this chapter.

Chapter 2: Presents the of literature relating to the first research objective, literature study on gender role, communication styles and leadership styles. It also highlights review of literature on factors affecting gender role, communication styles and leadership styles, and models from different perspectives are discussed, analyzed and interpreted. Covers the other aspect of research objective, review of literature on gender role, communication styles and leadership styles. Therefore, this Chapter presents relevant literature on gender, communication and leadership.

Chapter 3: Presents research design, population of the study, research sample, tools information which is use for data collection and research statically frame work of the study.

Chapter 4: Deals with the second research objective: to carry out an empirical study of Supervisors and subordinates communication style and leadership style. Again, this is to pinpoint any differences supervisor and subordinates male-female gender role, communication style and leadership style. This chapter shows that gender roles (masculine, feminine, androgynous, undifferentiated) impact on communication styles and leadership styles and the relationship between communication styles and leadership styles analysis. Thus, this Chapter presents the findings from the empirical study.

Chapter 5: Makes recommendations based on the research findings. Thus, Chapter 5 contains summary the data analysis and interpretation. Presents research findings from the literature study as well as the empirical study as well as conclusions based on the findings, and recommendations for improvement. It also delineates areas for further research.