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A STUDY OF LEADERSHIP OF PROSPECTIVE TEACHERS

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Abstract

Leadership skill can be learnt and leaders may evolve. Leadership captures the essentials of being able and prepares to inspire others. A leader inspires other to act while simultaneously directing the way that they act. The primary purpose of educational leadership is to ensure academic success through process, material and training improvements. This is mainly accomplished through collaboration with different individuals, such as educators, parents, students, public policy makers and the public. Leadership is strongly associated with school performance. Good leadership is not only important in itself but it is also a powerful way to improve classroom teaching.

The focus of this paper is to find the level of leadership of prospective teachers. In this study survey method has been employed and a self-constructed and validated Leadership Behavior Inventory is used as tool for data collection. The sample for the study is 180 prospective teachers pursuing B.Ed. course in teacher Education institutes of Patna, Bihar. Statistical technique like Mean, Standard Deviation and t' test were used to analyze the data. The findings of the study showed that there is no significant difference in the leadership of prospective teachers on the basis of Gender, Education qualification, marital status and medium. However significant difference was seen with respect to the Family type of the prospective teachers.

Key words: Leadership, Leadership Behavior, Educational leadership, Skills, Prospective Teachers.

I. INTRODUCTION

Leadership is a process of social influence, which maximizes the effort of others towards the achievement of a goal. It is an art of motivating a group of people to act towards achieving a common goal. It is the ability to inspire others. Social intelligence is one of the most important character strengths to determine the success of leaders because leading is social in nature. Through his or her interaction with other, leader must motivate people to give their best effort and align their behavior with organizational goals.

Effective leadership is based on the ideas, which inspire others to act as the leader wants them to act. Learning experiences should help youth learn how to how to lead by developing qualities that will help you know how to assist a group or person in meeting their goals. Some of the skills youth can learn through leadership include:

- i. Self confidence
- ii. Communicating effectively including learning to listen, giving and receiving feedback
- iii. Working well with people by involving them in meaningful ways; motivating and empowering others and sharing leadership

II. SIGNIFICANCE OF THE STUDY

Leadership plays an important role in every aspect of a student's and teacher's life. In the modern world, teachers are facing many challenges, so they need leadership skills to accept challenges, solve problems and analyze career direction. Educational leadership creates a vision of academic success for all students.

The review of literature indicates that very few researches have been done leadership of prospective teachers. Hence the investigators propose to study leadership of prospective teachers.

III. STATEMENT OF THE PROBLEM

Leadership is an important life skill that youth should learn in their development .The goal of educational leadership is to improve the quality of education system Teacher leaders step outside their classroom doors and accept the challenges to improve their practice through working with colleagues, school administration and professional staff—as well as students and their families. Therefore, the primary purpose of the study is leadership of prospective teachers from Patna.

IV. TITLE

A STUDY OF LEADERSHIP OF PROSPECTIVE TEACHERS

V. OPERATIONAL DEFINITIONS

Study – The application of mind to the acquisition of knowledge by reading, writing or reflection.

Leadership - Leadership is the art of motivating a group of people to act toward achieving a common goal. Here the term leadership means leadership skills like communication, decision making, team builder, value inculcator, education planning skills, management skills and administrator skills.

Prospective teacher - Prospective teacher is a student teacher who is pursuing B.Ed. course in a teacher education institute.

VI. RESEARCH OBJECTIVES

- i. To find the level of leadership of prospective teachers.
- ii. To find the significant difference in the leadership of prospective teachers on the basis of gender.
- iii. To find the significant difference in the leadership of prospective teachers on the basis of education qualification.
- iv. To find the significant difference in the leadership of prospective teachers on the basis of marital status.
- v. To find the significant difference in the leadership of prospective teachers on the basis of medium.
- vi. To find the significant difference in the leadership of prospective teachers on the basis of type of family .

VI. NULL HYPOTHESES

- i. There is no significant difference between the leadership of prospective teachers on the basis of their gender.
- ii. There is no significant difference between the leadership of prospective teachers on the basis of their educational qualification.
- iii. There is no significant difference between the leadership of prospective teachers on the basis of their marital status.
- iv. There is no significant difference between the leadership of prospective teachers on the basis of their medium.
- v. There is no significant difference between the social intelligence of prospective teachers on the basis of their type of family.

VII. DELIMITATIONS OF THE STUDY

- i. The study is delimited only to prospective teacher of Patna town.
- ii. The study is delimited to only 180 prospective teachers.
- iii. The study is delimited to gender, education qualification and type of family of the prospective teachers.

VIII. METHOD USED

The investigator adapted survey method for the present study.

IX. POPULATION FOR THE STUDY

The population of the study is Prospective Teachers pursuing their B.Ed. course in different teacher Education institute of Patna town.

X. SAMPLE

The sample for the present study consists of 180 prospective teachers of Patna town.

XI. TOOLS USED

A self-constructed and validated tool on Leadership Behavior Inventory (LBI)

XII. STATISTICAL TECHNIQUES USED

- i. Mean
- ii. Standard Deviation
- iii. t- test

XIII. FINDINGS

TABLE NO. - 1

LEVEL OF LEADERSHIP QUALITIES OF PROSPECTIVE TEACHERS

LEADERSHIP	LOW	AVERAGE	HIGH	TOTAL
NUMBER	20	129	31	180
PERCENTAGE	11%	72%	17%	100%

It is inferred from the table 4.1 that out of 180 prospective teachers 11% of prospective teachers have low level of leadership qualities, whereas 72% of prospective teachers have average level of leadership qualities and only 17% of prospective teachers have high level of leadership qualities.

Null hypothesis 1: There is no significant difference between the leadership of prospective teachers on the basis of gender.

TABLE NO. - 2

Leadership of prospective teachers on the basis of gender

LEADERSHIP					
Gender	Mean	SD	Number	t-ratio	Remarks
Male	125.01	11.8	87		
Female	122.44	10.6	93	1.529	NS

(At 0.05% level of significance, the table value of 't' is 1.96)

It is inferred from the table 4.13 that the calculated value of 't' is 1.529 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership of prospective teachers with respect to their gender.

Null Hypothesis 2: There is no significant difference between leadership qualities of prospective teachers on the basis of Educational qualification.

TABLE NO . - 3

Leadership qualities of prospective teachers based on the basis of Educational qualification

LEADERSHIP					
Education qualification	Mean	SD	Number	t-ratio	Remarks
Graduate	123.82	11.14	139		
Post graduate	123.21	11.82	41	0.289	NS*

(At 0.05% level of significance, the table value of 't' is 1.96)

It is inferred from the table 4.14 that the calculated value of 't' is 0.289 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership of prospective teachers with respect to their educational qualification.

Null Hypothesis 3: There is no significant difference between leadership qualities of prospective teachers on the basis of marital status.

TABLE NO. - 4

Leadership qualities of prospective teachers on the basis of marital status

LEADERSHIP					
Marital status	Mean	SD	Number	t-ratio	Remarks
Unmarried	123.96	11.56	157	1.066	NS*
Married	121.73	8.99	23		

(At 0.05% level of significance, the table value of 't' is 1.96)

It is inferred from the table 4.15 that the calculated value of 't' is 1.066 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership of prospective teachers with respect to their marital status.

Null Hypothesis 4: There is no significant difference between leadership qualities of prospective teachers on the basis of medium.

TABLE NO. - 5

MEDIUM WISE MEAN, SD, NUMBER AND t- ratio OF LEADERSHIP

LEADERSHIP					
Medium	Mean	SD	Number	t-ratio	Remarks
English	124.64	11.6	110	1.467	NS
Hindi	122.17	10.6	70		

(At 0.05% level of significance, the table value 't' is 1.96)

It is inferred from the table 4.16 that the calculated value of 't' is 1.467 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in leadership of prospective teachers with respect to their medium.

Null Hypothesis 5: There is no significant difference between leadership qualities of prospective teachers on the basis of type of family.

TABLE NO. - 6

Leadership qualities of prospective teachers on the basis of type of family

LEADERSHIP					
Family	Mean	SD	Number	t-ratio	Remarks
Nuclear	121.81	11.09	95	2.34	S
Joint	125.72	11.18	85		

(At 0.05% level of significance, the table value of 't' is 1.96)

It is inferred from the table 4.17 that the calculated value of 't' is 2.34 which is more than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is rejected. It means there is significant difference in leadership of prospective teachers with respect to their family type.

XIV. CONCLUSION

It is inferred from the above findings that there is no significant difference between the leadership of prospective teachers on the basis of Gender, Education qualification, marital status and medium of study. However, there is a significant difference between the leadership of prospective teachers on the basis of type family of the prospective teachers.

XV. RECOMMENDATIONS

- i. The curriculum should enhance the leadership qualities of prospective teachers.
- ii. The educational program in the colleges should promote the leadership qualities of the prospective teachers.
- iii. Teachers should be aware of the leadership qualities.
- iv. Training programs should be conducted for teachers for inculcating leadership skills.
- v. Research should be done on primary and secondary school teachers to gain more information about leadership of teachers.

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