



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

LEADERSHIP POTENTIAL OF PROSPECTIVE TEACHERS

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Abstract

“The destiny of India is being shaped in her classroom” (Education Commission: 1964-65). NEP-2020 has put forward the policy to bring in a complete revolution in the field of teacher education. The word ‘potential’ means the latent qualities or abilities that may be developed and lead to future success or usefulness. Twenty first century teachers need not only teaching skills but potential to lead the whole country.

This research article focuses on the five dimensions of students’ potential in developing leadership. 1. Social Development: It is a commitment and process to benefit people not only the poor but recognition of people as a whole. 2. Intellectual Development: It is a series of stages through which students make qualitative changes as they acquire new knowledge. 3. Environmental Protection: It is practice of protection of natural environment on individual, organizational and governmental level. 4. Cultural Preservation: It is protecting culture including human rights, tolerance, intellectual property rights and the like. 5. Personal Well-Being: It is qualitative and quantitative which involves a continuum of indicators from childhood to the old age. The objectives of the study: to find out the level of leadership potential of prospective teachers, to find out if there is any significant difference between: Urban and rural students, Science and Arts stream students, Students from nuclear and joint family. Findings of the Study reveal that Leadership Potential among prospective teachers is high, Urban and rural students differ significantly in their Leadership Potential, Science and Arts stream students do not differ significantly in their Leadership Potential, Students from nuclear and joint family do not differ significantly in their Leadership Potential. The investigator was curious to undertake this study as the prospective teachers of 2020-2022 batch had a mixture of online and offline classes. The findings of present study may be useful for the researchers, academicians and stakeholders.

Rationale

“The destiny of India is being shaped in her classroom” (Education Commission: 1964-65). For a nation to be successful and developing there is great need of good leaders. Everyone is not a born leader, but everyone has a potential to become a great leader. Good many leaders have been great teachers in the beginning. NEP-2020 has put forward the policy to bring in a complete revolution in the field of teacher education. One has to decide by the end of schooling if one wants to be a teacher or not. This movement will greatly influence the students to take up teaching career with prime importance.

The word ‘potential’ means the latent qualities or abilities that may be developed and lead to future success or usefulness. Every teacher must have the quality of leadership to teach and guide the future generation. Leadership potential lies inside each and everyone, and that needs to be developed. Peter Northhouse (2010) defines, “leadership as a process whereby an individual influences a group of individuals to achieve a common goal”.

Twenty first century teachers need not only teaching skills but also potential to lead the whole country. It means that leadership is not restricted to just the one person in a group who has formal positions or power. The preparation, promotion and inclusion of student leadership programme, in the course of study of bachelor of education contribute to the school culture and development of potential.

This research article focuses on the five dimensions of students’ potential in developing leadership.

1. **Social Development:** It is a commitment and process to benefit people not only the poor but recognition of people as a whole.
2. **Intellectual Development:** It is a series of stages through which students make qualitative changes as they acquire new knowledge.
3. **Environmental Protection:** It is practice of protection of natural environment on individual, organizational and governmental level.
4. **Cultural Preservation:** It is protecting culture including human rights, tolerance, intellectual property rights and the like.
5. **Personal Well-Being:** It is qualitative and quantitative which involves a continuum of indicators from childhood to the old age.

Review of Literature

Neha James and Sapna Suman (2021), conducted a study of leadership of prospective Teachers. In the 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.

Rania Sawalhi and Youmen Chaaban (2019) made a study on Student teachers' perspectives towards teacher leadership. The study aimed to explore six student teachers' changing perceptions and understandings of teacher leadership during their participation in a practicum experience in Qatar. The practicum experience particularly targeted developing student teachers' understanding of teacher leadership through discussions, coaching, and mentoring. Data collection was carried out through a quantitative survey, and qualitative semi-structured interviews and weekly reflective journals in order to document not only changing perceptions, but also the factors influencing such changes. Findings revealed some improvement in student teachers' definitions, awareness, and practices of teacher leadership. However, they did not fully associate their practices as being completely leadership-oriented. Implications of the study pertain to providing suitable opportunities for leadership development within teacher preparation programs to help student teachers acknowledge their contributions and practises as pertaining to teacher leadership.

Need and Significance of the Study

Today's secondary trainee teachers are tomorrow's professionals, planners, administrators and all the more leaders of future society. The present curriculum for teacher education provides proper training for the prospective teachers to develop their leadership potential. It is a necessity to identify the students their potentialities to take up leadership in different fields after the course of study. Keeping this in mind, the investigator took up this research to find out the level of leadership potential of prospective teachers.

Objectives of the Study

The study was undertaken having the following objectives in mind.

- To find out the level of leadership potential of prospective teachers.
- To find out if there is any significant difference between
 - Urban and rural students
 - Science and Arts stream students
 - Students from nuclear and joint family

Hypotheses of the Study

- Leadership Potential among prospective teachers is at moderate level.
- Urban and rural students do not differ significantly in their Leadership Potential.
- Science and Arts stream students do not differ significantly in their Leadership Potential.
- Students from nuclear and joint family do not differ significantly in their Leadership Potential.

Method of Study

The study was conducted in Kallakurichi, an educational district of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of locality, stream of study and type of family.

Sample of the Study

Covering the entire population is not possible for the present study. From among many B.Ed colleges only two were selected and 100 samples were considered for the present study. These students are from the academic year 2020-2022 batch. The students were selected by random sampling technique.

Tool used in the present study

In the present study to assess the leadership potential, the investigator used self-developed tool. It consists of 30 statements on two point scale. The responses were given as true or untrue on two point scale. Maximum score for this tool is 30 and minimum is 0. Higher the score, greater the leadership potential of the students is.

Reliability of the Tool

Reliability refers to the accuracy and consistency of a measuring tool. A measure is reliable when an individual remains nearly the same in repeated measurements. Reliability is measured by reliability coefficient and the estimation of reliability can be done statistically. It is based on the correlation between performances on initial test and retest after a distinct interval. That is, it involves repetition of the same test. Thus by using test and re-test method reliability of the tool was calculated and it was found to be 0.79 which is reliable.

Validity of the Tool

Content Validity is concerned with the sampling adequacy of the content area being measured. Content validity assessment also involves a more elaborate procedure by which items are developed, given to experts for judgment and determination of percentage of items for each category. Percentage of agreement between the judges is considered as the basis for inclusion or rejection of items. Thus the tool was given to experts in the field of education and thus content validity was established.

Statistical Techniques used in the Study

For analyzing data, mean, standard deviation and 't' test were used in the present study.

Analyses of Data

Table 1: Mean and SD of the whole group

Variable	Number	Mean	SD
Leadership Potential	100	24.36	10.032

The analysis of the score of whole group from table 1 reveals that prospective teachers have high level of Leadership Potential. Hence, Leadership Potential among prospective teachers is at moderate level is rejected.

Table 2: Mean, SD, t-value based on Locality

Gender	Number	Mean	SD	t-value	Significant Level
Rural	63	23.62	11.244	2.57	Significant (0.05)
Urban	37	25.62	7.701		

From the analysis of scores of Table-2, it is found that mean score of urban students (25.62) with standard deviation of 7.701 is greater than rural students. The calculated t-value 2.57 is significant at 0.05 level. Hence, rural and urban students differ significantly in Leadership Potential. The hypothesis is rejected.

Table 3: Mean, SD, t-value based on Stream of Study

Stream	Number	Mean	SD	t-value	Significant Level
Science	62	24.25	10.878	0.144	Not Significant
Arts	38	24.48	9.622		

From the analysis of scores of Table-3, it is found that mean score of Science stream students is somewhat similar to that of Arts stream students. The calculated t-value 0.144 is not significant at 0.05 level. Hence, Science and Arts stream students do not differ significantly in their Leadership Potential. The hypothesis is accepted.

Table 4: Mean, SD, t-value based on Type of Family

Type of Family	Number	Mean	SD	t-value	Significant Level
Joint	48	23.94	11.183	0.97	Not Significant
Nuclear	52	24.61	9.567		

From the analysis of scores of Table-4, it is found that mean score of Joint and Nuclear family students is somewhat similar. The calculated t-value 0.97 is not significant at 0.05 level. Hence, Students from nuclear and joint family do not differ significantly in their Leadership Potential. The hypothesis is accepted.

Findings of the Study

- Leadership Potential among prospective teachers is high.
- Urban and rural students differ significantly in their Leadership Potential.
- Science and Arts stream students do not differ significantly in their Leadership Potential.
- Students from nuclear and joint family do not differ significantly in their Leadership Potential.

Educational Implications of the Study

It is found from the present study that there is higher level of leadership potential among prospective teachers. Only students from rural and urban background differ significantly in their Leadership Potential. Since it is found higher level, there is a opportunity for all the educational stakeholders to enhance the leadership potential by organizing various curricular, co-curricular and extra-curricular activities.

Conclusion

Quantitative analysis with large number of samples will always bring out a better result and easy to generalize the findings. However, this study is short research with limited number of sample of hundred students. The investigator was curious to undertake this study as the prospective teachers of 2020-2022 batch had a mixture of online and offline classes. The findings of present study may be useful for the researchers, academicians and stakeholders.

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