



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Education: Affirmative Action And Inclusion In North East India Educational Problems In North East India With Reference To Governance And Leadership In Meghalaya.

North Eastern Hill University, Shillong

Spyser Dkhar & Prof Ibadani Syiem

Abstract

Leadership is the effort to influence the behaviour of individuals or members of a group in order to accomplish organizational, individual or personal goals. Teacher leadership is important in all educational institutions. Teachers are leaders in the classroom, but beyond that their scope is limited. A leader inspires not only in words but most importantly in actions. He prepares the students to face the challenges in life. Problems in the education system were uncovered like never before when the pandemic hit. Teachers and educational institutions were hardly hit as they were caught unprepared. These problems were lifelessons that challenge the system. Therefore, teacher leadership and behaviour of teachers are extremely important to tackle these problems. If institutions of learning are to be effective, leadership qualities should be high. Effective leadership brings about a healthy environment. It encourages and motivates others to work productively to achieve the goal. This article will emphasise on leadership to empower teachers not only in teaching but also in administration and decision making.

Key words: teacher leadership, leadership behaviour, educational problems

INTRODUCTION

Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. Any person can be influenced by someone or something either for good or for bad. The power of influence will depend so much on the strength of the one who leads. Generally, a leader is viewed as someone who has the position by designation or by the power ascribed to him. Every individual is a leader in one way or the other. The degree of influence is different from one leader to another. Skills and gifts acquired by a person distinguished oneself from others in the way they lead.

Teacher leadership is important in all educational institutions. Teachers are leaders in the classroom, but beyond that their scope is limited. Teachers can influence their students and their fellow teachers through their behaviours. Teachers are the first leaders in the truest of sense that any student sees. As a teacher one has the capability and the capacity to lead students to attain their goals and societal needs. A leader inspires not only in words but most importantly in actions. He prepares the students to face the challenges in life. Leadership and management are at the heart of a school or any organisational life. It is these aspects of school life that ensure that all other aspects are held

together and developed (Davidoff & Lazarus, 1997).

Northeast India comprises of a cluster of eight states – Arunachal Pradesh, Assam, Meghalaya, Manipur, Mizoram, Nagaland, Sikkim and Tripura. Providing basic education of minimum quality to children has been an obligation of the states since long. The state governments have been making attempts to provide free, compulsory and primary education. The problem of access has been largely addressed through SSA and RMSA scheme at primary and secondary level. However, as far as quality is concerned, much needs to be done, particularly in the area of teacher education. In addition, the main problems of education in Northeast India relates to large number of untrained teachers, government willingness, lack of technology and connectivity and geographical features.

Education in Meghalaya

Meghalaya is rich in mineral resources like coal, limestone, uranium etc.,. The literacy rate of Meghalaya as per the Census 2011 is 74.43%. The school education has been segregated into primary, secondary and higher secondary levels. The education sector in the state has been pushed to deliver quality education. Numerous steps has been taken by the State along with the Central government to address the issues related with the problems. Despite the fact that the state has made significant progress in bringing the students to school and training a large majority of untrained teachers, however, the reality is that a majority of the students could not complete schooling without acquiring basic competency.

PROBLEMS

Problems in education system were uncovered like never before when an unprecedented pandemic has put the whole education system in a very difficult situation. This has added to the already existing problems and revealed the flaws and drawback of the system. Governance and leadership both in the academic as well as administrative had been hardly hit when it comes to making decision during those times of crisis. Many schools struggled to react quickly and adequately. Teachers and educational institutions were hardly hit as they were caught unprepared. These problems were life-lessons that challenged the system. However, most school leaders have little or no training in crisis leadership, nor have they dealt with a crisis of this scale for this long. Leaders were caught unprepared how to deal with the recent crisis faced, which seems to linger and thereby calls for a clear understanding of the problems which needs to be addressed and dealt in a very serious manner. Most of the problems are not only related with the pandemic but they could be encountered on a daily basis. Therefore, teacher leadership and behaviours of teachers are extremely important to tackle these problems.

As it is always the case, there is disparity between rural and urban, so proper support for students at both the level must properly be considered. Some schools finds it difficult and economically challenge in several areas of functioning. Therefore, proper governance and leadership is very important in order for them to sustain. The importance of supervision and inspection in the schools should be stressed to ensure the quality of education and to promote the standard of teaching and learning at all levels.

The problems in education can be addressed in three categories.

1. Governance and leadership of the government: Few problems which could be mentioned here are poor governance in terms of infrastructure, delayed and temporary appointment of teachers and principals in government schools, temporary and double charge duties of Education Officers which hinders school inspection at all levels. Existence of different kinds of pay structure for the same job is a huge problem for the government to deal with.

2. Problems related with the students: The rural and far-flung areas continue to suffer from underdevelopment especially in the field of Education. Economic hardship results into school dropout of many students. Another problem for the students and parents is balancing between education cost and the quality. The problem of access has been largely addressed through the SSA and RMSA scheme.

3. Problems related with the teachers: Dearth of trained teachers has always been a problem not only in Meghalaya but also in all North Eastern states. Inefficiency of professionals training limits the teachers from developing additional skills. Lack or absence of digital technology and digital knowledge among teachers in many schools and educational institutions makes it difficult to raise the standard of teaching. Other problems teachers had to face in the class rooms are apathy, unnecessary usage of cell phones.

The problems of governance and leadership in schools call for an immediate and necessary action to be taken both by the States and the Central Government. The problems mentioned above are concerned with all the eight North Eastern states and Meghalaya in particular.

Creating a shared responsibility and ownership amongst stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for educational leadership. These problems and challenges requires the states to provide adequate financial assistance for spending on education.

Empowering teachers not only in teaching but also in administration decision making is another way to overcome these challenges. (Iyer P, 2020)

Review of Related Literature

Mukhopadhyay (2012) in his book "Leadership for Institutional building in Education" mentioned that leaders inspire and influence people in the organisation to cherish dreams, construct the future and move forward. According to Walker (2009), "The best teachers don't simply teach content, they teach people" (p. 122). Teacher leadership is not about individual 'teacher power,' but about mobilising the capacity of teachers to strengthen student performance and develop real collaboration within the school (Patterson & Patterson, 2004). Teacher leadership is particularly important to a school's success, as it implies a form of professional development and a view of the school as a learning community where teachers and students learn together (Harris and Muijs, 2002). Barth (2001) asserted just as all students can learn, "...all teachers can lead. Indeed, if schools are going to become places in which all students are learning, all teachers must lead" (p. 444). Leadership and learning are mutually supporting and indispensable to each other (Clarke, 2016) and as teachers develop as leaders, their new learning spills over into the classroom to positively impact teaching and learning throughout the school (Hallinger & Heck, 2010).

Leadership and management are at the heart of a school or any organisational life. It is these aspects of school life that ensure that all other aspects are held together and developed (Davidoff & Lazarus, 1997).

Davidoff and Lazarus (1997) describe leadership in the school context as the art of facilitating the school to do the right thing at the right time, while management describes the discipline required to ensure that this takes place. In this view, leadership is seen as a relationship of influence, and management as a system of control. Leadership, according to Bush (2008), tends to be more formative, proactive and problem-solving, dealing with such things as values, mission and vision, whereas the concerns of management are more to do with the execution, planning, organising and deploying of resources.

As Senge (1990) says, leaders are people who lead through developing new skills, capabilities and understandings

Leadership behaviour

Effective schools were found to be high in leadership qualities, student's behaviour and classroom climate (Selvaraju, 1993; Shaik, 2000). Teachers play a meaningful role inside their classrooms, but beyond the classroom, leadership roles are lacking. Teachers do not understand the term teacher leadership and teachers should have a vision for their school, (Slabbert, 2013). It was found that whether formal or informal, respondents most often reported exhibiting leadership in the classroom. Informal classroom leadership, creates and maintains and improves the quality of learning as the most frequent leadership behaviour (Von Dohlen&Karvonen 2018).

Studies on leadership behaviour of secondary school principals, headmasters and teachers show significant relationship in their instructional behaviour and personal efficacy (Razavi, 2009). Leadership behaviors are positively correlated with leader and employee has perceived organizational performance. Monitoring leadership behaviour has significant positive impact on leader's and employee's perceived organizational performance based on individual analysis; whereas, innovative role modelling, support for innovation, recognition and monitoring leadership behaviours have significant positive impact on leader's perceived and employee's perceived organizational performances based on pooled analysis (Akram&Mughal, 2012).

Factors that facilitate teacher leadership

Leadership is a crucial factor that helps an individual or a group identify its goals and then motivates and assists in achieving the stated goals.

Teacher leadership can emerge if the school puts in place the appropriate support mechanisms and creates the necessary internal conditions.

York-Barr and Duke (2004) suggest that infrastructure should be provided, opportunities should be created for teachers to take on leadership roles and responsibilities, learning communities should be built, and teacher expertise should be celebrated.

Collaboration is at the heart of teacher leadership and to be effective it has to encompass mutual trust and support (Harris &Muijs, 2002). Opportunities should therefore be created within the school system to facilitate the development of these collaborative relationships.

SUGGESTIONS

1. Teachers should be trained for administration and management other than classroom teaching
2. Involvement of teachers in decision making and crisis management.
3. With the technological age the use of digital resources and platforms, ICT tools also plays an important role in strengthening the school. Therefore it is important for teachers also to be well equipped in e-learning.
4. Orientation programme for teachers in basic management system and leadership skill should be part of the academic calendar
5. Proper guidance should be given to students, in order to set up a proper career, so therefore it is important to have well trained teachers.
6. A combination of traditional and new practices is important for all schools which will help the teachers to guide the students and prepare them to meet new and unpredictable challenges.

CONCLUSION

If institutions of learning are to be effective, leadership qualities should be high. Effective leadership brings about a healthy environment. It encourages and motivates others to work productively to achieve the goal. School leaders should be competent and efficient enough to handle both academic and administrative works. Since most of the officers occupying important posts in Education department comes from Government schools, it is imperative that all Government Principals/Heads be given strong and proper guidelines/ trainings to enable them to run their schools effectively, and more importantly when they occupy the higher posts to look after schools of different categories.

Schools are now in public domain as never before and therefore it has become imperative that schools change to come up to the expectations of the more knowledge empowered society. The realization that schools must transform is placing greater responsibility on School Heads as managers and as leaders. The need for a systematic approach to school leadership development gains added significance in the context of the rights-based approach to education which encompasses the right of equal access to education, the right to quality education, and the right to joyful learning environment; the fulfilment of which depends to a great deal on effective school leadership that engages in transformation of schools. Leadership is even more important for the schools working under difficult circumstances with limited resources coupled with increased expectations from parents and community. This calls for equipping teachers and school leaders with surfeit of skills and knowledge that enable them to critically analyze the challenges faced by and opportunities available to school in the prevailing conditions. It is important to create structures and processes that encourage creativity and innovation among school heads, teachers and students to enable schools to transform into 'Centres of Excellence'.

The Centre has designed Curriculum Framework for School Leadership Development as one of its core functions. The Curriculum recognizes leaders as those who occupy a pivotal role in the transformation of school. The main objective is to empower school leaders with the knowledge, skills and confidence to take responsibility and approach every problem as a challenge with the attitude of "Yes, I can and I will" leading to "We can and we will" to ensure that 'Every Child Learns and Every School Excels'. It is in this perspective of making the school leaders believe in themselves, develop their personal and professional skills, improve their teaching and learning strategies to lead the fellow teachers, become aware of the rights of the child, and to create effective partnership with stakeholders.

References

Adhikari, N.P., LEADERSHIP ROLE OF HEAD TEACHER FOR QUALITY EDUCATION IN SCHOOL , Vol-6 Issue-1 2020 IJARIIE-ISSN(O)-2395-4396 11434 www.ijariie.com 1227, Central Department of Education TU, Kirtipur, Kathmandu

Retrieved from <http://ijariie.com>>SdminUploadPdf.Review,,on

Ahmad, S. (2013). State of primary education: regional experience for northeast India. *Journal of North East India Studies*, 3(1), 41-60.

Aitsl, (2020) the role of school leadership in challenging times,

Retrieved from <https://www.aitsl.edu.au> › research › spotlights › the-rol.7. 7.

Bhattacharjee, D. S. (2011).Teacher Education in Northeast India--Status, Weaknesses and Alternatives. Online Submission.

Chee, T. W., Choo, K. M., Foo, H. S., Lee, Z. Y., & Tew, J. N. (2019). Factors that affect job stress towards auditors' turnover intention among small-medium sized audit firms in Malaysia (Doctoral dissertation, UTAR).

India. Ministry of Human Resource Development.(2020). National Education Policy 2020. Retrieved from <https://ww.education.gov.in>.>site>mhr>files

literature review on leadership and management 2006

Retrieved from <http://wiredspace.wits.ac.za/bitstream/10539/20038/16/Chapter%202.pdf>literature

Meghalaya State Education Policy

Government of Meghalaya Department of Education Final

<http://www.megeeducatin.gov.in>>Fin PDF

McLeod, S. (2021).School Leadership during the Early Months of the COVID-19...Sec.Leadershp in Education

Retrieved from <https://doi.org/10.3389/feduc.2021.6370>

National Fogus Group, teacher education for curriculum renewal 2.4 – NCERT

Retrieved from <https://ncert.nic>pdf>teacheredu final>

NUEPA (2015) Leadership partnership development innovation team learning, National Centre for School Leadership, National University of Educational, Planning and Administration

Retrieved from <http://nsl.niepa.ac.in> document pdf>

Panda, S.K.(2009) Leadership behaviour in educational, School of Management Studies, IGNOU,
Retrieved file:///C:/Users/Personal/Downloads/Block-2.pdf

Parbin, R. (20220) PROBLEMS AND PROSPECTS OF SECONDARY EDUCATIONIN ASSAM, Dept. of Education University of Science and Technology, Meghalaya © 2022 IJCRT | Volume 10, Issue 3 March 2022 | ISSN: 2320-2882 IJCRT2203508 International Journal of Creative Research Thoughts (IJCRT)

Retrieved from <https://ijcrt.org/papers/IJCRT2203508.pdf>

Saggar, A. (2021). Violence against women: To increase awareness about gender parity in middle and senior school curriculum (Doctoral dissertation, IIPA, New Delhi).

Virmani, N. (2022). 7 Common Problems Faced by Teachers in India
Retrieved from <https://leadschool.in>blog>-common-problems-face>

Weber, P. C., &Witkowski, G. Francis in Journal of Public Affairs Education, in volume 22, issue 1 (2016), available online: <https://www. tandfonline.com/doi/abs/10.1080/15236803.2016. 120022>.

