THE IMPACT OF LEADERSHIP SKILLS ON PROFESSIONAL COMMITMENT OF PRE-UNIVERSITY COLLEGE PRINCIPALS OF KALABURAGI AND BIDAR DISTRICTS

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Abstract:

The main aim of this paper is to study The impact of leadership skills on teachers' effectiveness of pre-university college principals of Kalaburagi and Bidar districts. This paper reveals the involvement of educational Leader in the teacher's educational process. Leadership policy is a crucial factor for the Professional commitment. Some practices, in relation with Leadership policy, are proved that contribute to teacher's empowerment. The present investigation was confined to the Principals of Pre-University Colleges. The tools were used Principal's Leadership Skills and Professional commitment scale (PCS). The result reveals that there is a significant difference in the mean scores of Leadership Skills among Bidar and Kalaburagi Districts PUCPs, there is a significant difference in the mean scores of teaching effectiveness among Bidar and Kalaburagi Districts PUCPs and the leadership skills scores are increases or decreases with increase or decrease in Professional commitment scores of Pre-university college principals

Keywords: Impact, leadership skills, Professional commitment, Pre-university college, Principals.

1. Introduction.

The idea of organizing schools as learning organizations where the practices allow for continuous learning is rapidly and steadily considered as the mediator for achieving school improvement (Silins and Mulford, 2002). The school is gradually transformed into a learning organization which needs to refresh the processes involving its current and future needs (Huber, 2004). A great deal of research on factors promoting teacher effectiveness has been conducted by educational scholars. Leadership practices seem to have quite positive effects on teacher's lifelong professional development in the school context (Flores 2007) because they have the potential to empower teachers towards a commitment to change and enhance their learning in school organization (Bogler, 2001; Fullan, 2002; Day et al, 2001).

2. Educational leadership:

Educational leadership has become a priority in education policy programs worldwide. It plays a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative educational leadership is vital to improve the efficiency and pertinence of education. Educational leadership responsibilities should be adequately defined through an understanding of the practices that are required to make an improvement in teaching and learning. In many countries, the school administrators and the principals have heavy work- loads, they are over-burdened with work. Most of these individuals are reaching the retirement age and it is difficult to find leaders with capabilities and competencies. Educational leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education.

3. Teacher as Leader:

Teaching is considered as an extremely intellectual effort. Teachers have to lead the classroom, students, and colleagues. The Teacher, who has formally or informally gained leadership positions, is generally termed a teacher leader, who can bring changes in the institution. When a teacher leads, they create good climate for learning that influences the school community. In order to be successful with their students and colleagues, the teachers need to learn a variety of skills while on their job viz., developing rapport, scrutinizing institutional conditions, supervision of students in and out of the classroom, inculcating skills and confidence in others.

4. The role of Teacher Leaders:

As a leaders teacher has to play many roles some among are Resource Provider, Instructional Specialists, Curriculum Expert, Classroom Supporter, Learning Facilitator, Mentor, School Leader, Data Coach and Catalyst for Change and Learner.

5. Professional Commitment:

Professional is someone who has completed formal education and training in one or more profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. (Wikipedia)

The word "Professional" has implications for an individual at the organizational and occupational level. A level of behavior is expected by the organizational employing like Job, as well as by the external peer group that makes up the profession. The extent to which individuals behave in the expected manner can be reflected in their commitment to the organization & profession.

Commitment is defined as the act of committing or pledging or the state of being committed/ pledged or / an obligation, promise, etc. that restricts one's freedom of action.

Professional Commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment.

According to Vandenberg and S. Carpella (1994) "A person's belief in and acceptance of the values of his or her chosen occupation or line of work and willingness to maintain membership in that occupation".

According to Lodahl & Kejner (1965) "Professional Commitment is the degree to which a person's work performance affects his self- esteem."

6. Professional Commitment in Teachers:

The quality of teaching depends a great deal on the level of teachers' involvement in relation to the Professional Commitment exerted, to the organization. One part of the Job satisfaction is that one feels. On the one side, the relation, the nature of the teaching activity and the work carried on in the Job community, the relations with peers, superiors, students' parent's leads to Job achievement and indirectly it reflects on to the achievements of one's students.

The commitment of the teachers can be identified in the six different forms. These six categories represent different ways that teacher perceive, understand and conceptualize the phenomenon of commitment of the teachers. The six identified categories are:

1. **Teacher commitment as a passion:-** This concept sees teacher commitment as a passion or a positive emotional attachment to the work involvement in teaching generally or a specific aspect of teaching.

2. **Teacher commitment as an investment of time:-** Outside of contact hours with student this conception identified teacher commitment as an investment of extra time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or invisible time invested of the school site.

3. **Teacher commitment as a focus on the individual:-** This conception considers teacher commitment to be sharp focus on the needs of the student; student needs are discussed as either emotional or academic.

4. **Teacher commitment as a responsibility to impart knowledge, attitudes values and beliefs:-** This concept considers teacher commitment as taking responsibilities for imparting a body of knowledge and for certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they

play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.

5. **Teacher commitment as maintaining Job knowledge:-** This conception views teacher commitment as the maintenance of Job knowledge and on going Job learning with in this conceptualization in the notion that committed teachers are proactive in their Job development and in many cases are willing to share with and learn from their colleagues.

6. **Teacher commitment as maintaining Job knowledge:** This conception considers teacher commitment to be the willingness to engage with the school and the school's community within belief that teachers have a Job responsibility that teacher beyond the four walls of the class-room and perhaps even extends beyond the boundary of the school.

7. **Need and significance of the study:**

In education, there has been a concern with the leadership skills of the school/college as a decision maker, primarily because of his location in the hierarchy of authority and responsibility within the organization. It seemed appropriate and proper that efforts to be made to study the leadership skills and hopefully, improper the ability of this individual in this capacity. It has been disclosed by the study that the leadership skills of principals are of great significant at college level. The /principals of most of the colleges particularly those of PU level colleges in India have to face so many leadership skills problems with regard to their academic work. The proposed study aims to study leadership skills and professional commitment of the principals. On this theme little research has been conducted therefore there is a need to investigate the PU college principal's leadership skills and their professional commitment.

8. **Review of related literature:**

1) **Bartlett and Bartling (2007):** assessed self-perceived leadership styles practiced by adult educators and graduate-level adult education students adopting transformational leadership theory embodied in the Full Range of leadership Model. Results showed significant differences between practitioners and graduate students in mean scores for the transformative and transactional leadership style.

2) **Abedi Jafari and Moradi (2005)**: in their research entitled "Studying the Relationship between Emotional Intelligence and Transformational Leadership" studied the relationship between emotional intelligence and transformational leadership. The result showed that there is a significant relationship between emotional intelligence and transformational leadership and all subscales of emotional intelligence excluding motivation had a significant relationship with transformational leadership.

3) **Herron and Howell (2004)**: conducted an Investigation on "Major Community College Leaders Attitudes toward Problem-Based Learning as a Method for Teaching Leadership" to examine attitude of community college leaders towards problem-based learning as a method of teaching leadership. The participants were taught by Problem Based Learning method in community college leadership academy for a period of one year. Results show their positive belief in problem- based learning as an effective method of instruction and helped the participants to develop their knowledge of leadership.

4) **Meschede, Fiebranz, Moller and Steffensky (2017)** surveyed 110 in service teachers to determine their professional vision, pedagogical content, investigate knowledge and beliefs. The research findings concluded that in service teachers had greater professional vision, content knowledge and beliefs when compared with pre service teachers.

5) **Politis (2017)** conducted research to analyze gender differences in occupational commitment. The study was conducted on 550 professional employees by using self prepared questionnaire with dimensions like; work place, incivility, affective occupational commitment and burnout. The research findings demonstrated that females' professionals possess higher organizational commitment when compared with men.

9. Objectives of the study:

1) To compare the significant differences between Pre-university College principal's leadership skills in Bidar and Kalaburagi districts.

2) To compare the significant differences between Pre-university College principal's Professional commitment in leadership skills in Bidar and Kalaburagi district.

3) To compare the significant interaction effect of Principal's leadership skills on Professional commitment among Pre-University College principals of Bidar and Kalaburagi districts.

10. Hypotheses:

1) H_01:There is no significant difference between the means scores of Leadership Skills of PUCPs of Bidar and Kalaburagi districts

2) H_02:There is no significant difference between the means scores of Professional commitment of PUCPs of Bidar and Kalaburagi districts

3) H_03:There is no significant interaction effect of Principal's leadership skills on Professional commitment among Pre-University College principals of Bidar and Kalaburagi districts

11. Operational Definitions of the Terms Used:

The key terms used in the study were operationally defined as under:

1) **Leadership skills:** Leadership skills are skills you use when organizing other people to reach a shared goal. Whether you're in a management position or leading a project, leadership skills require you to motivate others to complete a series of tasks, often according to a schedule.

2) **Professional commitment:** According to Ryan (1969), "An effective teacher may be understood as one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personality adjustment of the students". Operationally speaking in the present study Professional commitment of a teacher refers to the scores obtained by him on the Professional commitment Scale.

12. Design of the study:

4.1. Research method:

Descriptive research method has been adopted for the present study as it aimed to study Leadership Skills of P.U.C. College principals in relation to their Professional commitment and Professional Commitment.

4.2. Population:

In this study population will constitute all the schools. More than 600 Pre-University College Principals of Bidar and Kalaburagi Districts. All the principals were considered as population.

4.3. Sample techniques:

Stratified Radom Sample techniques will be used in selecting samples for the study.

4.4. Sample:

The present investigation was confined to the Principals of Pre-University Colleges. The whole sample comprised of total 600 Pre-University College Principals through randomizes sampling.

4.5. Tools used:

a) Principal's Leadership Skills- Prepared and standardized by Investigator

b) Professional commitment scale (TES)- Prepared and standardized by Dr. Shallu Puri & S.C. Gakhar (2010)

4.6. Statistical techniques used:

The statistical techniques used to analyse the data in the present study are Mean, Standard deviation and t-test and r-test were used.

13. Hypotheses wise analysis of data:

To test this hypothesis, 't' test of significance for difference between means of Leadership Skills and Professional commitment variables of PUCPs was employed and the details are presented in tables:
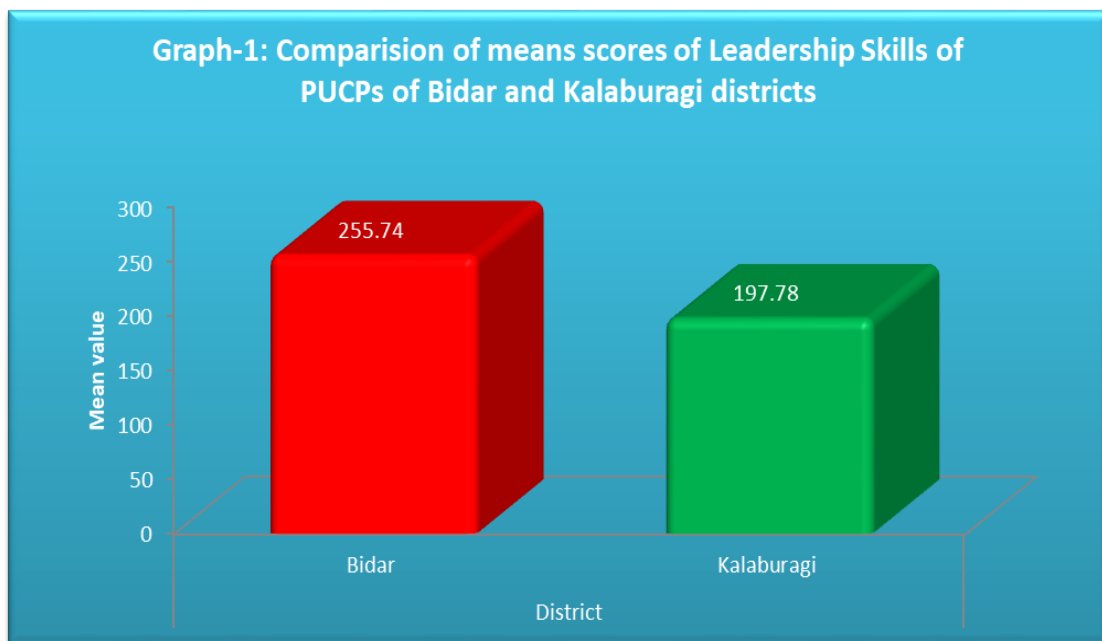
1) **$H_0 1$:There is no significant difference between the means scores of Leadership Skills of PUCPs of Bidar and Kalaburagi districts**

Table-1. Mean, S.D. and t-value of scores of leadership skills of Bidar and Kalaburagi Districts **PUCPs:**

Variable	Sub Variable	N	Mean	SD	't' value	Significance
Leadership skills	Bidar	300	255.74	20.221	14.72	Significant at 0.05
	Kalaburagi	300	197.78	25.310		

(Table value of t = 1.960 is at 0.05 level of significance and degree of 298)

The 't' Value obtained for the variable Leadership Skills with respect to district is 14.72 and the table value is 1.960. As the P-value is 1.960 which is less than calculated value, Null Hypothesis $H_0 1$ is rejected. That means there is a significant difference in the mean scores of Leadership Skills among Bidar and Kalaburagi Districts PUCPs. Thus, Bidar and Kalaburagi Districts PUCPs differ significantly in their Leadership Skills. It is also observed from the table that, the PUCPs of Bidar district have higher mean (Mean=255.74) of Leadership Skills than their Kalaburagi district counterparts (Mean=197.78).

Graph-1: Comparision of means scores of Leadership Skills of PUCPs of Bidar and Kalaburagi districts

2) $H_0 2$: There is no significant difference between the means scores of Professional commitment of PUCPs of Bidar and Kalaburagi districts

Table-2. Mean, S.D. and t-value of scores of Professional commitment of Bidar and Kalaburagi Districts PUCPs:

Variable	Sub Variable	N	Mean	SD	't' value	Significance
Professional commitment	Bidar	300	262.69	40.01	12.74	Significant at 0.05
	Kalaburagi	300	168.13	44.22		

(Table value of t = 1.960 is at 0.05 level of significance and degree of 298)

The 't' Value obtained for the variable Leadership Skills with respect to district is 12.74 and the table value is 1.960. As the P-value is 1.960 which is less than calculated value, Null Hypothesis $H_0 2$ is rejected. That means there is a significant difference in the mean scores of Professional commitment among Bidar and Kalaburagi Districts PUCPs. Thus, Bidar and Kalaburagi Districts PUCPs differ significantly in their Professional commitment. It is also observed from the table that, the PUCPs of Bidar district have higher mean (Mean=262.69) of Professional commitment than their Kalaburagi district counterparts (Mean=168.13).
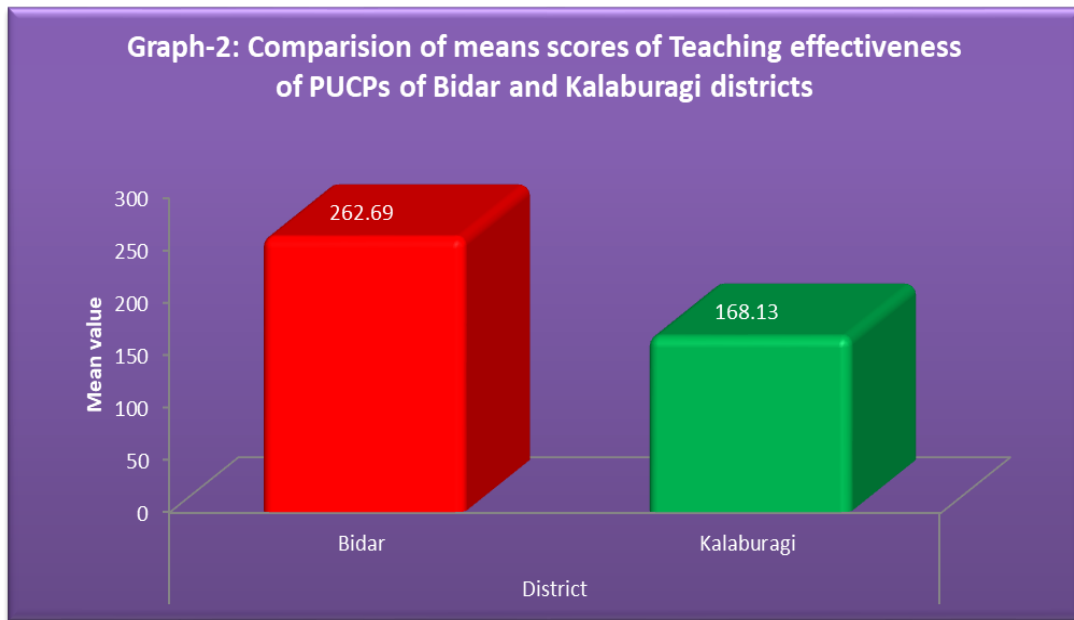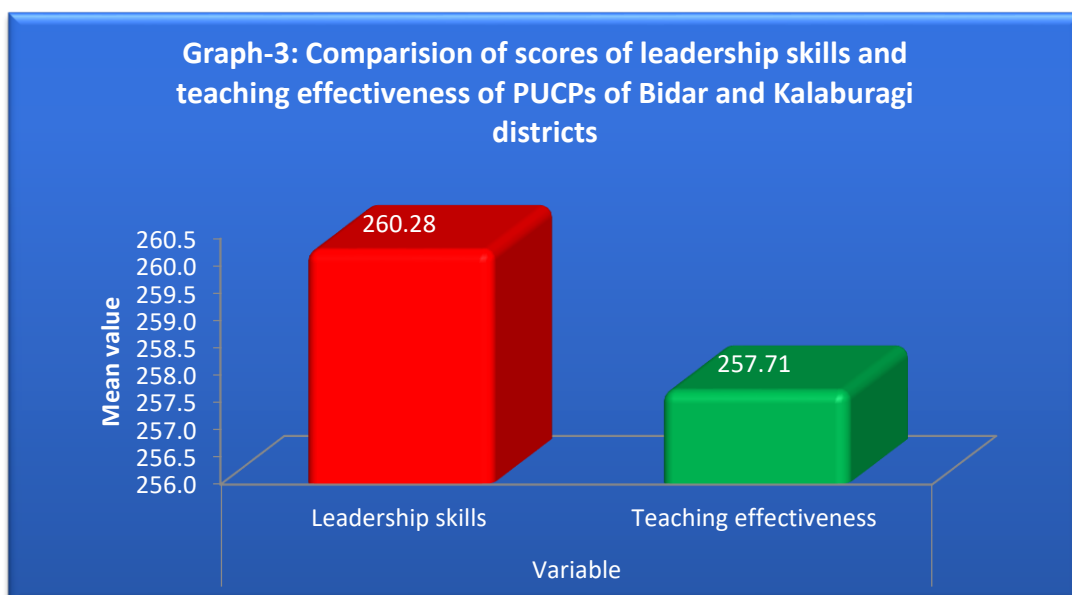
Graph-2: Comparision of means scores of Teaching effectiveness of PUCPs of Bidar and Kalaburagi districts

3) **H₀3:There is no significant interaction effect of Principal's leadership skills on Professional commitment among Pre-University College principals of both districts**

Table-3:The r-value of scores of leadership skills and Professional commitment of PUCPs of Bidar and Kalaburagi districts.

Type of sample	N	Mean	'r' Value	Significance
Leadership skills	300	260.28	0.878	Significant at 0.05
Professional commitment	300	257.71		

A significant and positive relationship was observed between leadership skills and Professional commitment of PUCPs (r=0.878, p<0.05) at 5% level of significance. Hence, the null hypothesis-3 is rejected and alternative hypothesis is accepted. It means that, leadership skills and Professional commitment of PUCPs are dependent on each other. In another words, the leadership skills scores are increases or decreases with increase or decrease in Professional commitment scores of Pre-university college principals. It means leadership skills of PUCPs influence on their Professional commitment.

Graph-3: Comparision of scores of leadership skills and teaching effectiveness of PUCPs of Bidar and Kalaburagi districts

14. Conclusion:

There is a significant difference in the mean scores of Leadership Skills among Bidar and Kalaburagi Districts PUCPs. Thus, Bidar and Kalaburagi Districts PUCPs differ significantly in their Leadership Skills. There is a significant difference in the mean scores of Professional commitment among Bidar and Kalaburagi Districts PUCPs. Thus, Bidar and Kalaburagi Districts PUCPs differ significantly in their Professional commitment and

Leadership skills and Professional commitment of PUCPs are dependent on each other. In another words, the leadership skills scores are increases or decreases with increase or decrease in Professional commitment scores of Pre-university college principals. It means leadership skills of PUCPs influence on their Professional commitment.

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