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A STUDY ON LEADERSHIP QUALITIES OF B.Ed STUDENT-TEACHERS

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ABSTRACT

This study was conducted to find the leadership qualities of B.Ed Student Teachers. The main aim of this study is to find the significant difference between male and female student teachers in their Leadership qualities. Also to find the significant difference between the leadership qualities of student teachers from joint family and Nuclear family. The investigator adopted descriptive survey method. This study was conducted with 231 B.Ed student teachers of Tiruppur district. Simple random sampling technique was used to select the sample. Findings show that there exists no significant difference between male and female student teachers in their Leadership qualities. Also there exists no significant difference between joint family and nuclear family student teachers in their Leadership qualities.

Key words: Leadership qualities, Leadership styles, Student teachers, B.Ed students.

INTRODUCTION

In modern societies with their special intricacies and need to have basic programming and consider all directions, this is the leader who should star and show his art and, with a foresight of future needs and realistic perception of present situation and based on last experiences, chooses the best way that society could reach its desirable goal. Yukl (2006) defined leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to

accomplish shared objectives. In swaying followers and harnessing organization member's selves to their work roles, leaders must enhance employees' motivation as having engaged employees is critical for organization to achieve its goal (Batista-Taran et al., 2009). The study of leadership in is closely tied to the analysis of educational effectiveness. The importance of leadership is reflected in every aspect of the school especially educational effectiveness. Furthermore, schools are trying to keep and attract the best teachers.

SIGNIFICANCE OF THE STUDY

An effective leader influences his or her followers in a desired manner to achieve goals and objectives. A teacher must have Leadership qualities to lead their students. They are the responsible for their overall performance. The performance of the students includes students' curricular activities, co- curricular activities and personality development of the students. It is in the hands of the students to bring out their innate potentialities. First of all teachers should have Self Efficacy that they will do favour for their students in all the aspects. Many studies have been conducted on Leadership qualities and self-efficacy of teachers in all the level. But the researcher think in such a way that whether the student teacher who are going to be a future teacher has these potentialities. So researcher decided to conduct research on Leadership qualities of B.Ed student teachers.

REVIEW OF RELATED LITERATURE

Mahmoud, Elsayed et al.(2023) identified the dominant leadership styles of chairs from the perspective of faculty members in different college departments in higher education in the UAE. Furthermore, the study aims to identify the teachers' perceptions of leadership styles that affect their job satisfaction. The study used quantitative means with faculty members in different higher educational settings in the UAE. The survey used a five-point Likert scale. The leadership styles have values (completely agree =5, agree = 4, neutral =3, disagree=2, completely disagree=1). The job satisfaction questions have values (completely satisfied =5, satisfied = 4, fairly satisfied =3, dissatisfied =2, completely dissatisfied=1). The chosen subjects were faculty members from different colleges. Those subjects are 135 university teachers who are divided into four age groups. The data revealed no dominant leadership styles in the colleagues from faculty members' perspectives; however, the statistics lean towards the laissez-faire leadership style. It also reveals correlations between the three leadership styles and job satisfaction. The democratic leadership style has the greatest impact and most significant environment and incentives among the three independent variables.

Chen, Dan et al.(2022) explored the different clusters of leadership styles and the relationship between principal leadership style and student academic achievement in domains of mathematics, reading, science, and collaborative problem-solving in Germany and China. We used PISA 2015 data covering 6,504 students and 256 school principals from German schools and 9,841 students and 268 school leaders from Chinese schools. Results identified three leadership styles in Germany, namely, transformational (23.4%), instructional (41.3%), and integrated (35.3%) leadership, and two leadership styles in China, namely, transformational (38.6%) and

instructional (61.4%) principals. Principals with instructional and integrated leadership had higher student achievements in Germany, whereas only principals with transformational leadership had slightly higher student achievements in China. Moreover, three leadership styles in Germany and two in China showed their relationships with each domain of student achievement. In conclusion, principals in Germany and China had different priorities in leading schools. The differences that principal leadership made on student achievements highlighted the differences in principals' situational context and leading characteristics between Germany and China.

OBJECTIVES

1. To find the significant difference between male and female B.Ed student teachers in their Leadership qualities.
2. To find the significant difference between joint family and nuclear family B.Ed student teachers in their Leadership qualities.

HYPOTHESES

1. There is no significant difference between male and female B.Ed student teachers in their Leadership qualities.
2. There is no significant difference between joint family and nuclear family B.Ed student teachers in their Leadership qualities.

METHOD OF THE STUDY

The investigator adopted descriptive survey method. This study was conducted with 231 B.Ed student teachers. Simple random sampling technique was used to select the sample. Leadership quality scale standardized by the investigator was used for the present study.

Hypothesis: 1

There is no significant difference between male and female B.Ed student teachers in their Leadership qualities.

Table:1

Showing significant difference between male and female B.Ed student teachers in their Leadership qualities.

Gender	N	Mean	Std. Deviation	t
Male	22	21.0	62	0.28
Female	209	21.4	68	

From the above table it is found that the mean scores of male and female B.Ed student teachers are 21 and 21.4 with Standard Deviation 62 and 68 respectively. The 't' ratio is found to be 0.28. The computed t-value is 0.28 which is lesser than the table value 1.96 at 0.05 level. This shows that there is no significant difference between male and female B.Ed student teachers in their Leadership qualities. And hence the null hypothesis is accepted.

Hypothesis: 2

There is no significant difference between joint family and nuclear family B.Ed student teachers in their Leadership qualities.

Table:2

Showing significant difference between B.Ed student teachers of joint family and nuclear family in their Leadership qualities.

Types of family	N	Mean	Std. Deviation	t
Joint family	109	20.8	61.39	1.14
Nuclear family	122	21.8	72.39	

From the above table, it is found that the mean scores of joint family and nuclear family B.Ed student teachers are 20.8 and 21.8 with Standard Deviation 61.39 and 72.39 respectively. The 't' value is found to be 1.14 which is lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between joint family and nuclear family B.Ed student teachers in their Leadership qualities. And hence the null hypothesis is accepted.

MAJOR FINDINGS

1. There is no significant difference between male and female B.Ed student teachers in their Leadership qualities.
2. There is no significant difference between joint family and nuclear family B.Ed student teachers in their Leadership qualities.

CONCLUSION

In conclusion, the present study makes it clear that student teachers must have healthy perception of being an effective leadership in order to demonstrate expected role successfully. Concerning school effectiveness, in addition to emphasis of self-efficacy of teacher, the teacher wants to be effective. They should act as leader and convince their followers. Leadership is very importance to which occupy a critical position in our daily lives.

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