THE IMPACT OF LEADERSHIP SKILLS ON TEACHEING EFFECTIVENESS 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 TEACHING effectiveness. Some practices, in relation with Leadership policy, are proved that contribute to teaching empowerment. The present investigation was confined to the Principals of Pre-University Colleges. The tools were used Principal's Leadership Skills and Teaching effectiveness scale (TES). 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 teaching effectiveness scores of Pre-university college principals

Keywords: Impact, leadership skills, Teachers' effectiveness, 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 teaching effectiveness has been conducted by educational scholars. Leadership practices seem to have quite positive effects on teaching 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. Leadership Practices Enhancing Teacher Effectiveness:

Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement which has to do with the quality of teaching; the most influential factor of students' achievement. It is obvious though that the quality and the effectiveness of leadership is understood and evaluated in correspondence with regards to teachers' motivation and effectiveness (Fullan, 2001). According to recent research, one of the main leadership practices has to do with the teacher's empowerment which is strongly related to the central goal of the school; students' learning. The improvement of the employees' performance is a significantly important aim which the leader tries to achieve through several actions taking into consideration individuals' beliefs, values,

motivations and skills (Leithwood, 2006). Structuring a specific vision and giving directions, they provide teachers with a strong motivation to improve their performance. In particular, setting a shared purpose that clarifies the roles, the objectives and the desired expectations from the teachers' performance they enhance teachers' effectiveness in the classroom.

5. Teaching Effectiveness:

'Teaching Effectiveness' refers to "the impact of classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, or students' performance". Though the terms, 'school effectiveness', 'teaching effectiveness', and 'educational effectiveness' are used inconsistently in the literature, they are interrelated. Gage (1962) described teaching effectiveness in terms of teacher effects on the realization of some value, where value takes the form of some educational objectives identified in terms of pupil behavior, ability or characteristics. The teaching effectiveness is a matter of degree to which a teacher achieves desired effects upon students (Medley & Shannon, 1994).

6. Review of related literature:

1) **Krishnan (2007)** in a paper entitled "Impact of Transformational Leadership and Leader's Power on Follower's Duty-Orientation and Spirituality" showed that the complex environments that business organizations face today and the rapid change that has become a part of life for many organizations highlight the importance of transformational leadership for effective management of organizations. This study addresses the relationship between transformational leadership and followers' spirituality, both directly and indirectly through Karma-Yoga. In addition to addressing the real needs of followers in terms of enhancing their oneness, transformational leadership also addresses the goals of organizations by enhancing followers' duty-orientation. Thus, transformational leadership effectively blends the goals of both followers and organizations. This study also provides initial support for the role of leader's power in enhancing transformational leadership.

2) **Patil (1994)** attempted to seek the administrative behavior of secondary school head teachers. The sample comprised of 212 teachers and 54 head teachers from 54 secondary schools of Belgaum Division in Karnataka. Findings: (1) School head teachers were not appointed on the basis of their leadership competences though they were in prominent positions to exercise authority and expertise in the management and leadership of school affair. (2) Head teachers' behavior was not conducive to high morale and open climate. (3) Most of the head teachers were neglecting their responsibilities and their lines of communications were almost closed.

3) **Chellandurai and Saleh (1980)** developed a multidimensional model of sport leadership and categorized the leadership behaviour in to three groups. From the earlier studies to find out the effective leadership, it is considerable what effective leadership in a particular situation based on the situation, leader, and member features. It is important to determine the type of leadership styles in an activity such as football preferable to satisfy the needs of players which contribute to successful leadership.

4) **Alam (2018)** studied differences in professional commitment of secondary school teachers across certain demographic variables. Results revealed that (i) there is significant difference in respect of professional commitment among secondary school teachers with respect to gender and type of school but no significant difference between rural and urban secondary school teachers in respect of professional commitment was found.

5) Ranju Bala (2017) conducted a study on professional commitment of school teachers in the state of Punjab. The finding of the study reveals that male and female school teachers differ significantly on professional commitment where female have an edge over their male counterparts.

6) Ambrish and Azkiya (2016) carried a comparative study of professional commitment of secondary school teachers in relation to their gender and area. They noted that professional commitment of female secondary school teachers is better than male secondary school teachers.

7) NeenaSawhney(2015) States that "Professional commitment among secondary school teachers in relation to location of their school." The findings of the study suggested that there exist no difference in the rural and urban government secondary school teachers with respect to professional commitment. Based on the findings, it can be concluded that government secondary school teachers are equally committed toward their profession as private secondary school teachers.

7. **Objectives of the study:**

1) To compare the significant differences between Pre-university College principal's leadership skills with respect to Gender and Subject.

2) To compare the significant differences between Pre-university College principal's Teacher Effectiveness with respect to Gender and Subject.

3) To compare the significant interaction effect of Principal's leadership skills on Teacher Effectiveness among Pre-University College principals with respect to Gender and Subject.

8. **Hypotheses:**

1) H_01: There is no significant difference between the means scores of Leadership Skills of male and female PUCPs.

2) H_02: There is no significant difference between the means scores of Leadership Skills of Urban and rural PUCPs.

3) H_03: There is no significant difference between the means scores of Leadership Skills of Arts and Science PUCPs.

4) H_04: There is no significant difference between the means scores of Teacher Effectiveness of male and female PUCPs.

5) H_05: There is no significant difference between the means scores of Teacher Effectiveness of Urban and rural PUCPs.

6) $H_0$6: There is no significant difference between the means scores of Teacher Effectiveness of Arts and Science PUCPs.

7) $H_0$7: There is no significant relationship between the means scores of Leadership Skills and Teacher Effectiveness of PUCPs.

9. Need and importance of the study:

The destiny of the country depends upon the efficiency and skills of the teachers. Teachers do influence the personality of students. Teachers and their work, particularly their commitment to the job and the quality of their performance in the teaching and learning processes, have no exemption from this time-tested belief. Experiences increase one's depth of spirituality, attention to thoughtful life and balance, authentic self, hopefulness and optimism. Education leaders can affirm and value these experiences in their day-to-day life particularly in the professional world.

Teaching Effectiveness is a passion to the work involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values and beliefs and take responsibility for passing on a core set of skills, understandings and values. Teaching Effectiveness is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school. The level of Teaching Effectiveness on the part of a teacher is very important factor in the success of current educational transformation schedule because it stimulates teacher's readiness to engage in critical practices. Hence, a teacher's Teaching Effectiveness is the need of today to enhance productivity of the education system, reduce repetition and failure rate, and raise the quality of education.

10. 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) **Teaching Effectiveness:** Skidmore (2007) defined professionally committed teachers as those teachers who are: a) dedicated to develop themselves professionally by seeking advanced degrees and standard- based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse and engagement in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions.

11. 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 Teaching Effectiveness and Teaching Effectiveness.

4.2. 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. Stratified Radom Sample techniques were used in selecting samples for the study

4.3. Tools used:

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

b) Teaching Effectiveness scale- Prepared and standardized by Ravinder Kaur, Sarbjit Kaur Ranu and Sarvjeet Kaur Brar (2011)

4.4. 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.

12. Hypotheses wise analysis of data:

To test this hypothesis, 't' test of significance for difference between means of Leadership Skills and Teaching Effectiveness scale variables of PUCPs was employed and the details are presented in tables:
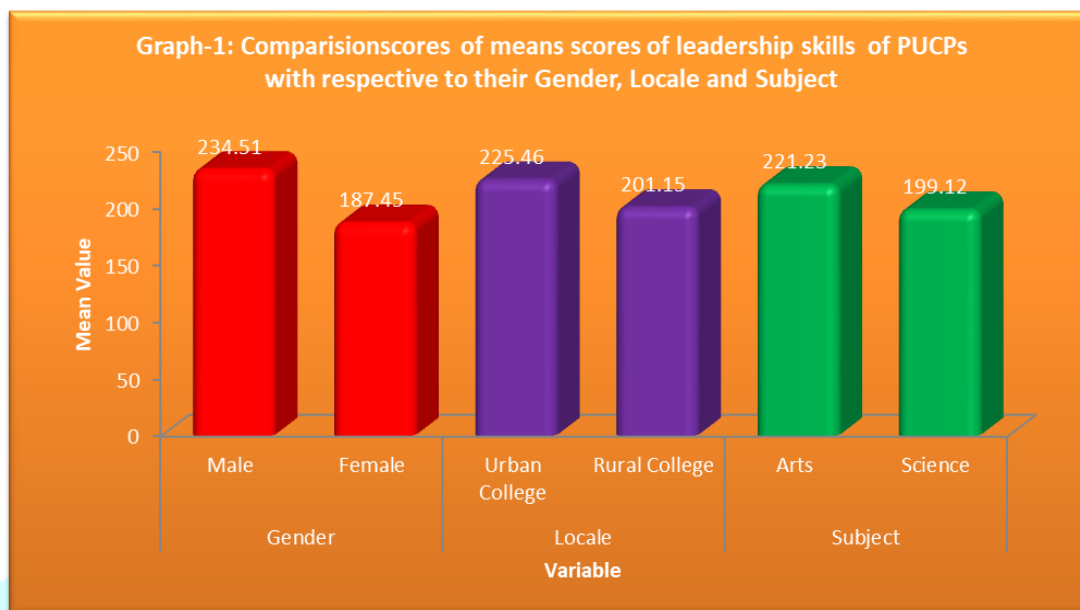
1) **$H_0 1$: There is no significant difference between the means scores of Leadership Skills of PUCPs with respect to with respective to their Gender, Locale and Subject.**

Table-1. Mean, S.D. and t-value of scores of leadership skills of PUCPs with respect to with respective to their Gender, Locale and Subject:

Variable	Sub Variable	N	Mean	SD	't' value	Significance
Leadership skills	Male	125	234.51	18.61	14.72	Significant at 0.05
	Female	75	187.45	24.62		
Leadership skills	Urban College	150	225.46	19.12	10.21	Significant at 0.05
	Rural College	50	201.15	23.24		
Leadership skills	Arts	112	221.23	21.22	8.92	Significant at 0.05
	Science	188	199.12	24.32		

(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 Gender, Locale and Subject of Principals are 14.72, 10.21 and 8.92 respectively. As the P-value is 1.960 those are less than calculated value, Null Hypothesis H_01, H_02 and H_03 are rejected and alternative hypotheses accepted. That means there is a significant difference in the mean scores of Leadership Skills among male and female, Urban and Rural, Science and Arts PUCPs.

Graph-1: Comparisionscores of means scores of leadership skills of PUCPs with respective to their Gender, Locale and Subject

2) **H_02:There is no significant difference between the means scores of teaching effectiveness of PUCPs with respective to their Gender, Locale and Subject**

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

Variable	Sub Variable	N	Mean	SD	't' value	Significance
Teaching effectiveness	Male	125	257.71	61.769	12.35	Significant at 0.05
	Female	75	153.47	63.006		
Teaching effectiveness	Urban College	150	226.60	71.798	9.42	Significant at 0.05
	Rural College	50	184.58	84.830		
Teaching effectiveness	Arts	112	221.23	21.22	7.21	Significant at 0.05
	Science	188	199.12	24.32		

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

The 't' Value obtained for the variable Teaching effectiveness with respect to Gender, Locale and Subject of Principals are 12.35, 9.42 and 7.21 respectively. As the P-value is 1.960 those are less than calculated value, Null Hypothesis H_04, H_05 and H_06 are rejected and alternative hypotheses accepted. That means there is a significant difference in the mean scores of Teaching effectiveness

among male and female, Urban and Rural, Science and Arts PUCPs.

Graph-2: Comparisionscores of means scores of teaching effectiveness of PUCPs with respective to their Gender, Locale and Subject
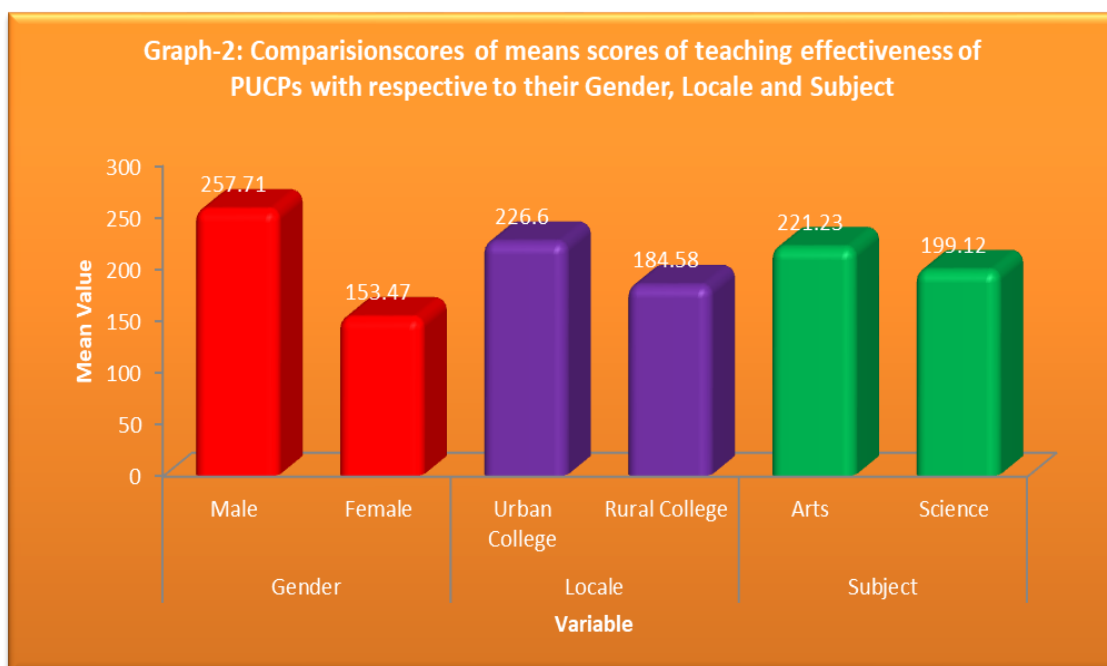
3) **H₀3:There is no significant interaction effect of Principal's leadership skills on teaching effectiveness among Pre-University College principals of both districts**

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

Type of sample	N	Mean	'r' Value	Significance
Leadership skills	300	219.89	0.813	Significant at 0.05
Teaching effectiveness	300	184.58		

A significant and positive relationship was observed between leadership skills and teaching effectiveness of PUCPs (r=0.813, p<0.05) at 5% level of significance. Hence, the null hypothesis-7 is rejected and alternative hypothesis is accepted. It means that, leadership skills and teaching effectiveness of PUCPs are dependent on each other. In another words, the leadership skills scores are increases or decreases with increase or decrease in teaching effectiveness scores of Pre-university college principals. It means leadership skills of PUCPs influence on their teaching effectiveness.

Graph-3: Comparisionscores of means scores of leadership skills and Teaching effectiveness of PUCPs
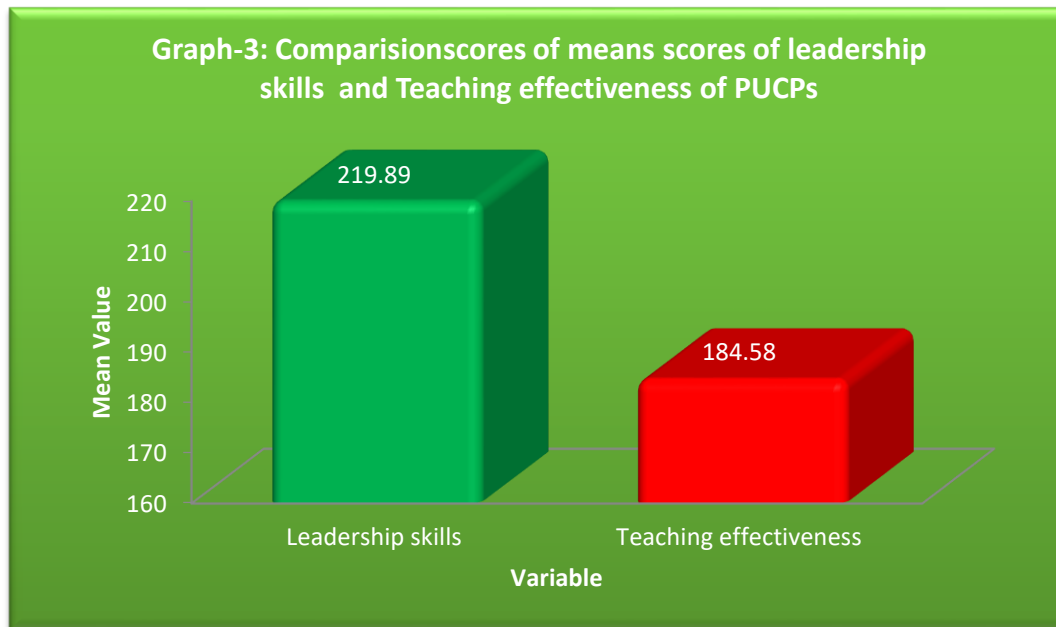
13. Findings:

1) There is no significant difference between the means scores of Leadership Skills of male and female PUCPs.

2) There is no significant difference between the means scores of Leadership Skills of Urban and rural PUCPs.

3) There is no significant difference between the means scores of Leadership Skills of Arts and Science PUCPs.

4) There is no significant difference between the means scores of Teaching Effectiveness of male and female PUCPs.

5) There is no significant difference between the means scores of Teaching Effectiveness of Urban and rural PUCPs.

6) There is no significant difference between the means scores of Teaching Effectiveness of Arts and Science PUCPs.

7) There is no significant relationship between the means scores of Leadership Skills and Teaching Effectiveness of PUCPs.

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