



## A comparative study of teacher-trainees on leadership - quality

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### Abstract

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmers, as well as to provide educational leadership and support through consultation and research. The B.Ed. and B.P.Ed program is a professional course and this course inculcates different types of curricular and co-curricular activities for the psychological development. The purpose of this program is to prepare effective and trained teachers for the school system. In this present study, males and females of B.ED and B.P.ED courses, studying in 1<sup>st</sup> year, in 20 to 30 years, of West Bengal College/University was included. The Multi stage cluster probable sampling method was used one hundred fifty (75 males and 75 females) from B.P.ED and one hundred fifty (75 males and 75 females) from B.ED 1st year students were selected through cluster probable sampling method. The Causal Comparative Research Design was used. Tools were used Leadership Quality Scale by Dr. Poorva Jain for measuring leadership quality. The result of the study indicates significant difference of leadership quality it is clear that B.ED male and female difference significantly. Similarly there is significance different in leadership quality of B.P.ED female vs. B.ED female. In other groups related to variables there is no significance difference.

**Keywords:** leadership quality, teacher trainees

### Introduction

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher- his/her personal qualities, educational qualifications, personal training and the place that he/she occupies in the school as well in the community. The status of the teacher reflects the socio-cultural ethos of the society. For creating effective teacher, we need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmers, as well as to provide educational leadership and support through consultation and research. The entire emphasis should be to prepare good, knowledgeable and trained teachers for schools. The B.Ed. and B.P.Ed program is a professional course and this course inculcates different types of curricular and co-curricular activities for the psychological development. The purpose of this program is to prepare effective and trained teachers for the school system.

National Council of Teacher Education. (NCTE) while training the teachers for B.P.ED and B.ED focuses not only on the specific curriculum to be taught to the students but it also emphasizes on psychological development of trainee teachers in different dimensions. The programme focuses on health mental, self concept, confidence, leadership qualities, personality development etc. To be a good teacher a teacher

should have a sound mind in a sound body. This can only be possible when teachers have sound mental health i.e.; positive attitude, positive self concept, emotional maturity, confidence and leadership qualities.

Leadership has various meanings and it depends on different things and different situations. But in the simplest term, a leader is one who leads or has followers. According to Bill gates leaders are those who empower others. Leadership is an art of getting the task accomplished by the team member with their willingness. It is a process of social influence, which maxims the efforts of others, towards the achievement of goal. Leadership is a way in which people influence others mind and move the organization forward to accomplish identified goals.

### Statement of the problem

The researcher has find very few reference on school student with in limited of particularly in West Bengal and the researcher was intended to work, entitled "A comparative study of teacher - trainees on leadership quality".

### Objective of the study

Every research has some positive objectives and the researcher always tries to satisfy those purposes through systematic research work which leads towards the better completion. The main objectives of the present study is to observe the following

To find out if there is any difference in leadership quality of

B.P.ED (male) and B.ED (male) teacher trainees.

To find out if there is any difference in leadership quality of B.P.ED (female) and B.ED (female) teacher trainees.

To find out if there is any difference in leadership quality of B.P.ED (female) and (male) teacher trainees.

To find out if there is any difference in leadership quality of B.ED (male) and (female) teacher trainees.

**Delimitation of the study**

In this study the following delimitation has been set.

1. The study was conducted on only B.P.ED and B.ED teacher trainees males and females.
2. The subjects of the present study were 150 (B.P.ED = 75 B.ED = 75) males and 150 (B.P.ED = 75 B.ED = 75) females.
3. The psychological parameters were assessed through only three questionnaires (Leadership Quality Scale).
4. Psychological parameters were delimited to Leadership Quality.

**Limitation of the study**

The present investigation was conducted through these following limitations:-

1. The size of the sample was not large enough for generalization of the findings.
2. In this study social economical status and life style of trainee teachers were not controlled. So the subjects of the present study were teacher trainees, from different economic status and living pattern.
3. All subjects were not from same course and sex, so this is also a limiting factor of the present study.
4. In this study as only questionnaires are used, so the element of subjectivity could not be controlled.

**Hypotheses of the study**

- There is no significant difference in leadership quality of B.P.ED (male) and B.ED (male) teacher trainees.
- There is no significant difference leadership quality of B.P.ED (female) and B.ED (female) teacher trainees.
- There is no significant difference leadership quality of B.P.ED (male) and (female) teacher trainees.
- There is no significant difference leadership quality of B.ED (male) and (female) teacher trainees.

**Methodology**

**Result and Discussion of data**

**Results of leadership quality**

**Table 1:** Comparison of Leadership Quality of B.P.ED (M&F) and B.ED (M&F) teacher trainees groups.

Group	Mental Health						
	Mean		SD		Pulled SD	't'	Df
	M1	M2	SD1	SD2			
B P Ed Male Vs B P ED Female	135.11	137.32	12.55	9.08	10.95	1.18	148
B.ED Male Vs B.ED Female	137.27	142.85	10.61	7.67	9.25	3.55*	148
B.ED Male Vs B.P.ED Male	137.27	135.11	10.61	12.55	11.62	1.09	148
B.P.ED Female Vs B.ED Female	137.32	142.85	9.08	7.67	8.39	3.86*	148

From table - 1 it is seen that with regard to leadership quality of B.ED male the mean, value has come to 137.27 and for B.ED female the mean value is 142.85 and the SD value is

**Population**

In this present study, males and females of B.ED and B.P.ED courses, studying in 1<sup>st</sup> year, in 20 to 30 years, of West Bengal College/University would be included.

**Sample**

In this study **Multi stage cluster probable sampling method**, would be used one hundred fifty (75 males and 75 females) from B.P.Ed and one hundred fifty (75 males and 75 females) from B.ED 1st year students would be selected through cluster probable sampling method. Two comparative groups would be formed in both courses; each group would have equal number of subjects. Accordingly, single comparative group consist of 75 subjects each. (B.P.ED male = 75 and female = 75) and (B.ED male = 75 and female = 75).

**Test/ Tools used in the study**

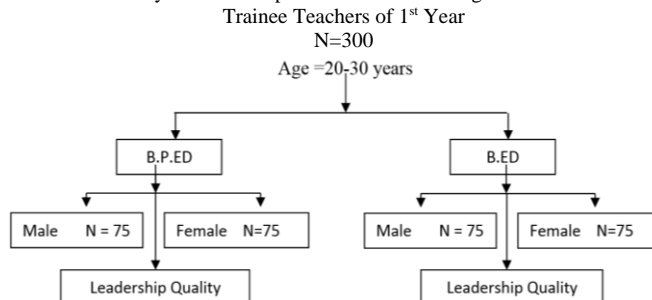
**Leadership quality scale**

**Author:** Dr. Poorva Jain (Principal Noble College of Education, Sagar) and Pratibha Dwivedi (Assistant Professor Noble College of Education, Sagar)

Reliability = .85 Validity = .73 Number of items = 36

**3.4 Design of the study**

In this study Causal Comparative Research Design would be used.



**Statistical Procedure**

1. Mean value (mean)
2. Standard deviation (S.D)
3. Polled SD
4. Standard error of difference between two mean (SED)
5. "t" value (+)
6. Degree of freedom (df)

10.61 and 7.67 respectively. The pulled SD has come to 9.25. So it is seen that on the basis of mean/SD values female B.ED trainee teacher have better leadership quality as compared to

male B.ED trainee teacher whether there is a significant difference in them regarding leadership quality or not would be decided by the result of 't' test.

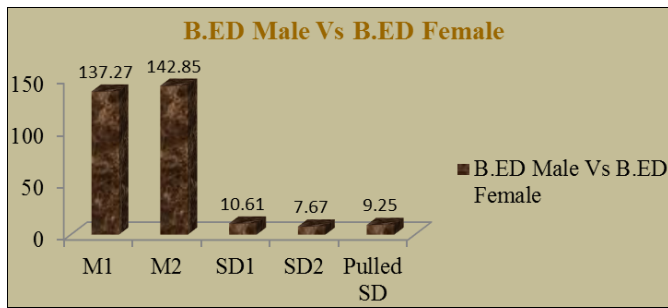


Fig 8: B.ED Male Vs B.ED Female

From table – 1 it is seen that with regard to leadership quality of B.ED male the mean, value has come to 137.27 and for B.P.ED male the mean value is 135.11 and the SD value is 10.61 and 12.55 respectively. The pulled SD has come to 11.62. So it is seen that on the basis of mean / SD values male B.ED trainee teacher have better leadership quality as compared to male B.P.ED trainee teacher whether there is a significant difference in them regarding leadership quality or not would be decided by the result of 't' test.

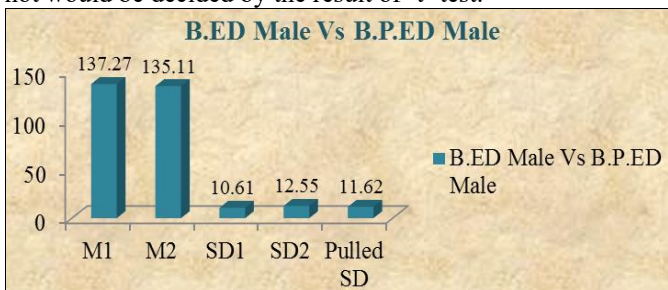


Fig 9: B.ED Male Vs B.P.ED Male

From table – 1 it is seen that with regard to leadership quality of B.P.ED female the mean, value has come to 137.32 and for B.ED female the mean value is 142.85 and the SD value is 9.08 and 7.67 respectively. The pulled SD has come to 8.39. So it is seen that on the basis of mean / SD values female B.ED trainee teacher have better leadership quality as compared to female B.P.ED trainee teacher whether there is a significant difference in them regarding leadership quality or not would be decided by the result of 't' test.

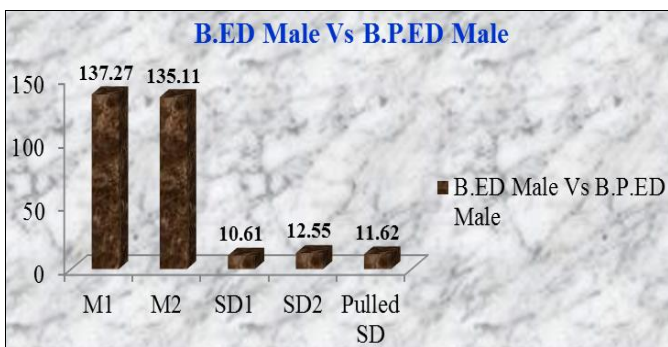


Fig 11: B.ED Male Vs B.P.ED Male

From table - 1 it is seen that with regard to leadership quality of B.P.ED female the mean, value has come to 137.32 and for B.ED male the mean value is 137.27 and the SD value is 9.08 and 10.61 respectively. The pulled SD has come to 9.87. In this case there is not much difference in the mean values related to leadership quality in these two groups.

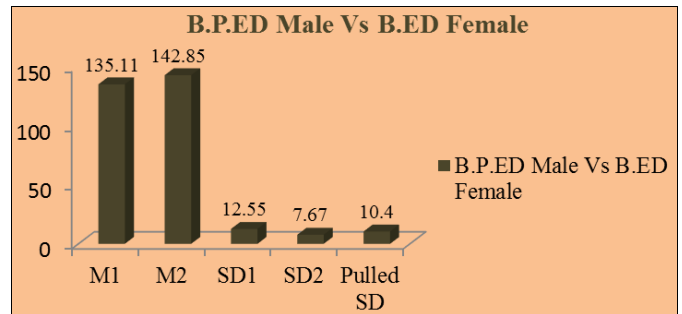


Fig 12: B.P.ED Male Vs B.ED Female

### Discussion

#### Leadership Quality

From table -1 where leadership quality of B.P.ED male and female are compared mean difference of the two groups has been found no significant as the 't' value is 1.18, which is not significant at 0.05 level. Thus the hypothesis is accepted. This present finding is supported by the findings of Faranak, J. and Yeshodhara. (2008). Findings indicated that between leadership behavior of female and male teachers in Iran there was a significant difference. But in India the difference was not significant. Even the findings indicated that between leadership behavior of teachers in government and private high schools there was a significant difference in Iran but the difference was not significant in the case of India

From table -1 where leadership quality of B.ED male and female are compared mean difference of the two groups has been found significant as the 't' value is 3.55 which is significant at 0.05 level. Thus the hypothesis is rejected. This present finding is supported by the findings of. Aliakbari, M. (2014) [11] Major finding significant different in teacher's perceptions of teacher leadership practice with reference to their educational degree and level of taught. However teacher age, sex and years of teaching experience did not appear as significant factor.

From table -1 where leadership quality of B.ED male and B.P.ED male are compared mean difference of the two groups has been found no significant as the 't' value is 1.09, which is not significant at 0.05 level. Thus the hypothesis is accepted. This present finding is supported by the findings of Faranak, J. and Yeshodhara. (2008). Findings indicated that between leadership behavior of female and male teachers in Iran there was a significant difference. But in India the difference was not significant. Even the findings indicated that between leadership behavior of teachers in government and private high schools there was a significant difference in Iran but the difference was not significant in the case of India

This could be due to the cultural and life style difference in two countries. The present study does not match with the study of Franak, J. and Yeshodhara. (2008) this could be due to difference in size of the sample, difference in tools used and

even difference in cultural pattern.

From table -1 where leadership quality of B.P.ED female and B.ED female are compared mean difference of the two groups has been found significant as the 't' value is 3.86, which is significant at 0.05 level. Thus the hypothesis is rejected. This present finding is supported by the findings of Aliakbari, M. (2014) [11] Major finding significant different in teacher's perceptions of teacher leadership practice with reference to their educational degree and level of taught. However teacher age, sex and years of teaching experience did not appear as significant factor.

## Conclusion and Recommendation

### Conclusion

On the dimension of leadership quality it is clear that B.ED male and female differ significantly. Similarly there is significance different in leadership quality of B.P.ED female vs. B.ED female.

### Recommendation

1. Large sample study could be to generalize the findings for the entire population.
2. The study has been done only on 1<sup>st</sup> year trainee teacher. It would be more informative of the same variable are used after this completion of the training programme i.e. It could be then a true experimental study.
3. Leadership qualities are essential factors in teaching. So a study could be done on teachers of different departments a of different age groups.

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