

A Study of Leadership Quality in Teaching Profession

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Abstract- The importance of leadership cannot be overstated in an environment where the goal is that every student will achieve at high levels. In effective educational environment, leadership capacity is developed and supported at every level. Teacher's development is another aspect of leadership. The Leadership strategy is a powerful way to help administrators and teachers embed new skills and strategies in their daily work. In building a "good school" the single most important factor is effective leadership. In the present study researchers want to find out factors which improve and affect leadership quality in secondary school teachers, and improvement in secondary schools by good leadership.

Index Terms- Leadership, Teaching Profession

I. INTRODUCTION

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". The basic nature and quality of Leadership is Effective personality, Ideal character, Professional and Academic knowledge, Toleration and adjustment, Knowledge of Institutional planning, and unprejudiced attitude Expertness in human relationship, ability of speech and writing, ability of responsibility and Initiation, Self confidence and cooperation. The different associations roots of the educational leadership i. e. the Minister of Education, Vice-Chancellors of universities, heads institutions, administrators, principals of secondary and primary schools, supervisors and of course teachers and students who are responsible for a good and efficient system of education and institutional development. A report from McKinsey and Company (Barber et al, 2010) points out that not only the role of school leadership is important, it is becoming more critical as the international trend towards devolution of school management to the school level, and the evidence that this is increasingly more important to the success of the system, it becomes widely accepted. In addition, schools in themselves are becoming more complex, with effective leadership required to ensure young people acquire the skills and knowledge needed in the 21st Century.

A recent RAND Corporation report found that nearly 60% of a school's *impact on student achievement is attributable to leadership and teacher effectiveness*, with principals accounting for 25% of a school's total impact on achievement. Furthermore the report found that, while effective teachers have a profound effect on student outcomes, this effect soon fades when the student moves on to another teacher, unless the new teacher is equally effective (New Leaders for New Schools, 2009). In order to have high-quality learning every year, whole schools must be

high functioning, and this means they must be led by effective principals.

Leadership

Leadership is an activity of influencing people to strive willingly for group objectives and influence people to follow in the achievement of a common goal. Leadership in school is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims. School leaders are responsible for educational programs and learning outcomes, the management and professional development of their staff, school finance and property and the relationships between the school and its community. Educational leadership has been studied primarily from the perspective of what teachers need to do to be more like positional leaders. Classroom-based, student-focused leadership must be legitimized as central to teacher professional identity and foundational to the development of strong schools.

Teaching Profession

The business of teacher is to help students to achieve higher standards of knowledge, ability, skills and moral character. If teachers do their work well, then their work is of great value to others, not simply at a particular time but in future also. Teacher is a valuable resource to communities worldwide, nationwide, and community-wide. Teaching has great potential for many individuals to leave a mark on society and benefit their lives and self-worth. Teachers have excellent resources, skills and tools to achieve their goals and to reach out to numerous students in their careers. Teachers are not only workers but are also members of the profession. Their occupation renders definite and essential services to society. Teaching is a very professional career where an individual is held accountable through a series of tests, assessments and tools to gauge the achievement of students and their learning. Teaching is such a rewarding and challenging career and a partnership between schools, community, and parents to help children succeed in their academic careers by overcoming personal, academic, social and emotional challenges to ensure success.

Need of the Study

Teachers have various levels of school leadership qualities. Some are learned and some are inherent part of their personality. Great teachers possess a combination of leadership qualities that are respected by the students, parents, peers and the community. They can accomplish important tasks and do wonders in their profession and the people they touch through it. Research demonstrates that the most important school-based factors influencing student achievement is the quality of a school's workforce—the teachers and leaders who are responsible for

setting high expectations and delivering top quality instruction. Teachers and school leaders are fundamental for closing the achievement gap and for turning around low-performing schools. Further, investments in the educator workforce comprise the largest share of education budgets. Three fourth of educational money is invested in human capital. Improving the return on those investments is critical for improving achievement overall. Teachers work most closely with students, yet it is still invisible in many studies of school organizations and school reform in spite of the rhetoric about the essential role of their leadership. The influence of teachers' race, gender, and class on their own and others' perceptions of their leadership capacity is not well-understood. Until teachers' beliefs about the primacy of teaching within teacher leadership are respected and clearly portrayed, a key dimension of school reform will continue to be overlooked.

Today's school leaders are responsible for demonstrating bottom-line results for all students, and teachers are under increasing pressure to demonstrate results within their classrooms. However, research indicates that teachers and principals do not feel well prepared or sufficiently supported for the work they do. Surveys find that teachers and principals feel their preparation programs left them unprepared for the real challenges they face; professional development is inadequate; time and support for collaboration with their peers is lacking; and career advancement opportunities are limited. They understand educational ambiance because they are accomplished teachers themselves. We need candidates who can both inspire and manage and who understand how education policy and curriculum change impact their people. Great school leaders empower both their teachers and their students. So, there is a need to find out qualities of Leadership in respect of secondary schools because it is important for educational development, social change and Continuous progress in educational standards. The present paper ponders mainly on the features which contribute to the improvement of leadership in secondary schools. It also gives attention to factors which affect leadership in secondary schools. Moreover, it lays emphasis on improvement in secondary schools by good leadership.

II. OBJECTIVES OF THE STUDY

1. To find out the factors improving Leadership in the secondary school teachers.
2. To find out the factors effecting Leadership in the secondary school teachers.
3. To find out the improvement in Institution by good leadership in the secondary school teachers.

III. METHODOLOGY

Methodology is the sheet anchor of any research. The decision about the method to be employed however depends upon nature of problem selected and the kind of data necessary

for its solution. Normative Survey Method was applied in this study.

Sample

Sample is an essential part of the scientific procedures. A sample is a small proportion of the population selected for observation and analysis. It is not feasible to contact each and every element of the population. The investigator has to select some individuals who would represent the whole population and this representative proportion of the population is called sample. In this study, the sample was selected randomly. A sample of 100 secondary school teachers from Sonipat district was selected for systematic survey in the present study.

Tool Used

For the purpose of scoring each question had to answered with a 'yes' or 'no'. Each 'yes' was given one point and so was the case with each 'no' with respect to a particular question and then the 'yes' and 'no' percentage were calculated

IV. DATA COLLECTION

To collect the data about Leadership Qualities required in Teaching Profession a questionnaire was prepared and administered personally by the investigators to the sample selected for study. The important instructions were stated on the front page of questionnaire. The questionnaire was administered to a sample of 100 secondary school teachers, systematically selected from the different schools of Sonipat district. For data collection, selected sample was personally contacted and the purpose of the study was explained. The teachers were told that they should not leave any question unattempted. The teachers were given free time to think over and write their answer in the presence of investigator. After this, the respondents were given the questionnaire to be filled by them. The teachers were assured that their responses will be kept confidential and will be used for the research purpose only. After this the respondents were given the questionnaire to be filled in. All questionnaires were returned after completion.

V. ANALYSIS AND INTERPRETATION OF DATA

Analysis of data had been done by counting the total number of responses regarding to each statement. The percentage of 'yes' and 'no' was analyzed separately and statements were interpreted according to response, one by one. The analysis and interpretation of data of school teachers are presented below:

Objective1: To find out the factors improving Leadership in the secondary school teachers.

Table-1

Sr.No.	Factors Improving Leadership	%
1.	Good Behavior	78
2.	Good Planner	75
3.	High Education	73
4.	Communication Skill	71
5.	Positive Attitude	71
6.	Confidence	68
7.	Effective Personality	67
8.	Ideal Character	63
9.	Sense of Humor	63
10.	Resourcefulness	53

Interpretation:

The results of **Table -1** shows that more than 70% teachers agree that good behavior, good planning, high education, communication skill, and positive attitude are most important factors for improvement of leadership quality in the secondary school teachers. Confidence, effective personality, ideal character, and sense of humor are also important factors whereas Resourcefulness is least important factor for improvement of leadership quality in the secondary school teachers.

Objective 2: To find out the factors affecting Leadership in the secondary school teachers.

Table-2

Sr.No.	Leadership Affected by Factors	%
1.	Institutional Jealousy	70
2.	Flexibility in Behavior	63
3.	Heredity	53

Interpretation:

The results of **Table -2** shows that teachers agree that institutional jealousy is the most affecting factor, flexibility in behavior is the mediocre affecting factor, and heredity is the least affecting factor in leadership quality of secondary school teachers.

Objective 3: To find out the improvement by good leadership in the secondary schools.

Table-3

Sr.No.	Improvement in Institution by Good Leadership	%
1.	Social Equality & Impartiality	73
2.	Rule & Regulation	71
3.	Good Physical & Psychological Environment	71
4.	Helping Attitude	63
5.	Feeling of Co-operation	62
6.	Problem Solving Ability	47
7.	Facility of Research	42

Interpretation:

The results of **Table -3** shows that more than 70% teachers agree that good leadership is highly responsible for improvement of social equality & impartiality, rule & regulation, and physical & psychological environment of secondary schools. Good leadership is also important for improvement of helping attitude and feeling of co-operation but less important for problem solving ability and facility of research in secondary schools

VI. CONCLUSION

The most outstanding characteristics of any research are that it brings certain outcome and implication. Results of the present study have vital implications in relation to characteristics of leaders, factors affecting leadership and improvement in institution by good leadership. As we need good leaders in every sphere of life i.e. family, school, industry, and nation. The destiny of a nation, family, industry, school and class depends upon a wise and effective leader. It is in the hands of the leaders to raise the commanding arena to a first rate under their worthy leadership or they may lead it to disaster. The present paper concentrates mainly on the characteristics and factors which contribute to the improvement of leadership as effective personality, education, good planning, self independence, balanced nature, communication skill, resourcefulness, positive attitude, ideal character, and good behavior. It also concentrates on factors which affect leadership as institutional jealousy, flexibility in behavior, and heredity. Besides this, it throws light on improvement in institution by good leadership as social equality & impartiality, rule & regulation, good physical & psychological environment, helping attitude, feeling of co-operation, problem solving ability, and facility of research.

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