

Leadership Skills of the Principals Working in Teacher Education Institutions of West Bengal with Reference to Their Different Academic Streams and Qualifications

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Abstract: Leadership is an important part of running a college. The progress of an educational institution very much depends on the leadership skills of the principal. This paper is intended to measure the comparison between principals' leadership skills and their academic qualifications. The present paper is being also aimed to measure the leadership skills of the principal working in various colleges in West Bengal. The study was conducted on a sample of 300 Principal randomly selected from the 19 districts namely Purba and paschimBardhaman, Hooghly, Bankura, Purulia, Jhargram, Birbhum, Howrah, Kolkata, South and north 24 pgs, Murshidabad, Nadia, Purbaand paschim Medinipur, Malda, Uttar and dakshin dinajpur, and jalpaiguri. A leadership inventory with 77 items was mead to do this research. There were eight types of dimension of leadership skills in this inventory. There were mainly two types of academic qualifications accepted in this study. One of them was academic stream. Academic streams had three sections, one- language, two- social sciences and three- sciences. The other type of academic qualification was with PhD and without PhD.

Key Words: Leadership skills, Teacher Education Institution, Academic Qualifications, Academic Streams.

1. INTRODUCTION:

Leadership is the ability of a person to motivate and guide the followers of an organization. It is a great skill of a manager to induce colleagues and subordinates to work with confidence. It is says that a leader is one who knows the way, goes the way, and shows the way. That means a leader must be rich in knowledge and full of life experience. The leader should use his life experience and knowledge to move forward in a certain way. Here goes the way means obey the own rules. At present there are 1312 teacher education institutions in West Bengal. In most of these colleges, 100 students can get the opportunity to study. Some colleges have the facility to accommodate more than one hundred students. Some colleges have an intake capacity of 50 students. In many colleges of West Bengal M.Ed. or D.E.L.E.D. courses is taught as a composite course of B.Ed. Thus it is seen that there is a wide spread of teachers' education programme in West Bengal. Here we can show the different types of teacher education institutions running in West Bengal with the help of a table.

Sl no	Name of the Course	Number of the Institution	Status of NCTE permission	Functioning in West Bengal
1	B.Ed.	661	YES	YES
2	M.Ed.	25	YES	YES
3	B.Ed. ODL	01	YES	YES
4	DELED	651	YES	YES
5	DIET	12	YES	YES
6	B.P.Ed	20	YES	YES
7	M.P.ED	09	YES	YES
8	BA-BSC-Bed.	09	YES	NO

Thus it is seen that a large part of activities of teachers education programme has been conducted successfully in West Bengal.

2. RATIONALE OF THE STUDY:

The principals perform key role in a Teacher Education Institutions through their leadership in various modes. This includes teaching learning activities, identification of the vision and goal of the institution, effective use of resources, development organizational activities and so on. Principal is the backbone of an educational institution. He can motivate teachers and non-teaching stuffs to work. The success of an educational institution very much depends

on the principal's leadership skills. And teachers are the backbone of a society. A principal's educational qualifications greatly control his or her leadership skills. Hence, it is justifiable to estimate the leadership skills of the principals of Teachers' Education Institutions with reference to their academic qualifications. It is also necessary to carry out the studies on the leadership skills interlinked with their different academic streams. In the context of globalization, there has been a radical change in education system of a country. More over the teacher education system is dispersing significant reflection on the needs and importance of general education system. Therefore, the role of principals is vital to increase the effectiveness of teacher training institutions. Keeping the above view point this study is intended to carry out on the leadership skills of the principals working in Teachers' Education Institutions with reference to their academic qualifications.

3. REVIEW OF RELATED LITERATURE:

Sakir (2013) conducted a study on the principals' effectiveness in relation to job satisfaction, work commitment, emotional maturity and hardiness in the district of Aligarh and Ghaziabad of Uttar Pradesh (U.P.) and New Delhi. The researcher found from the study that there was a significant difference between the job satisfactions of high effective group of principals (HEGP) and job satisfaction of low effective group of principals (LEGP). Job satisfied principals were more effective than job dissatisfied principals. The researcher also found that there was a significant difference between the work commitment of high effective group of principals (HEGP) and work commitment of low effective group of principals (LEGP). Specifically, principals who were committed towards work were more effective as compared to the principals who were not committed towards their work. From this study the researcher found a significant difference between the hardiness of high effective group of principals (HEGP) and hardiness of low effective group of principals (LEGP). Hardiness variation had a significant impact on the effectiveness of school principals. The researcher found that emotional maturity and emotional immaturity have differential effect on the effectiveness of school principals.

Devi (2015) studied on the impact of principal's leadership style on stress and effectiveness of teachers and found that all the principal at flexible leadership styles. It means that all the principals take up different leadership styles in different circumstance while dealing the teachers working with them. All the principals assessed themselves as having democratic leadership style predominantly but adopted autocratic and delegated style occasionally. The most important result of this study was that the leadership style of a degree college's principal or Teachers in charge has no relation with their academic stress and effectiveness. In other words, degree college teacher's level of stress and teacher-effectiveness were determined by other's socio-economic and environmental factors.

Ashwini (2016) conducted a study on Leadership Behaviour of principals of colleges of teacher education in relation to their organizational culture, job involvement and attitude towards profession. The researcher found that

1. There is a significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and Organizational Culture.
2. There is a significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and their Job Involvement.
3. There is no significant relationship between Leadership Behaviour of principals of Colleges of Teacher Education and their Attitude towards profession.
4. There is no significant difference between Leadership Behaviour of male and female principals of colleges of Teacher Education

4. STATEMENT OF THE PROBLEM:

The problem selected for the present study is "Leadership Skills of the Principals Working in Teacher Education Institutions of West Bengal with Reference to Their Different Academic Qualifications."

5. OBJECTIVES OF THE STUDY:

The following objectives are set forth for the study-

- To compare the leadership skills of the principals working in Teachers' Education Institutions in respect of their academic streams.
- To compare the leadership skills of the principals working in Teachers' Education Institutions in respect of their academic qualifications.

5.1. Hypotheses of the study:

H₀1: There is no significant difference in leadership skills of the principals working in Teacher Education Institutions with different educational streams.

5.2. Sub Hypotheses:

H₀1a: There is no significant difference between the principal with language stream and the principal with social science stream.

H₀1b: There is no significant difference between the principal with social science stream and the principal with science stream.

H₀1c: There is no significant difference between the principal with science stream and the principal with language stream.

H₀2: There is no significant difference in leadership skills of the principals working in Teacher Education Institutions with different educational qualifications.

6. DEFINITION OF IMPORTANT TERMS USED:

- Leadership skills

In this study Leadership skills refers to those essential capabilities that determine the extent of the actualization of educational goals. Leadership skills include technical skills, human resource management skills, conceptual skills and academic management skills.

- Principals

Here principle refers to the principal or the head or the in charge of the teacher Education institutions.

- Teacher Education Institution.

In this study 'Teacher Education Institution' refers to these B.Ed. and D.Ed. colleges that are running in West Bengal.

- Academic Qualifications:

Here academic qualification refers to the various degrees received from various institutions as regards the NCTE norms. Mainly two types of academic qualifications were accepted here, one with PhD another was without PhD.

- Academic Streams:-

In this study academic stream refers to three types of categories. These are 1. Language stream, 2. Social science stream, 3. Science stream.

6.1. Variables of the Study:

The main dependent variable of the study was "Leadership Skills of the Principals Working in Teacher Education Institutions of West Bengal". The independent variables of the study were different academic qualifications and different academic streams of the working principals.

7. Method of the Study

Descriptive survey method was used to conduct the study.

Population of the study

All the working principals of government and private Teacher Education Institution in West Bengal.

Sample of the study

A total of 300 samples were taken randomly from 19 districts of West Bengal for the study. Among the accepted samples there were 230 male and 70 female principals. There were 224 without PhD principals and 76 with PhD principals. There were 98, 139 and 63 principals of language, social science and science group respectively.

Tools

A 5 point 'leadership skills inventory for the principal' was developed and standardized for the present study by the investigator. There were 77 items and eight dimensions in this inventory. The different dimensions of the inventory were, 1. Dealing with student's 2. Time table 3. Class allotment 4. Dealing with non-teaching staff 5. Incidental issues 6. Dealing with teachers 7. Academic calendar and 8. Administrative work.

Procedure

The tool was administered to 300 Principals of the randomly selected Teacher Education Institutions. Relevant instructions were given to the Principals requesting them to fill in the questionnaire with most care and sincerity. The filled in questionnaires were collected afterwards.

Plan of action.-

The study was carried out through the following steps-

1. Selection of the topic

2. Selection of the Teacher Education Institution
3. Selection of the principals
4. Construction of tools
5. Validation of tools
6. Administration of tools
7. Collection of data.
8. Analysis of data
9. Interpretations and conclusion

7.1. Statistical approaches of the study

The following statistical approaches were used for the Analysis of data-

1. Mean
2. Standard Deviation
3. Critical ratio test (t)

8. ANALYSIS OF DATA AND INTERPRETATION:

Analysis parenting to H₀₁

H₀₁: There is no significant difference in leadership skills of the principals working in Teachers` Education Institutions with different educational streams.

H_{01a}: There is no significant difference between the principal with language stream and the principal with social science stream.

Stream of the Principal	N	Mean	SD	SED	t TEST	Level of Significance	Result
LANGUAGE	98	284.4184	22.2682	2.9775	2.8587	0.01	Significant
SOCIAL SCIENCE	139	280.3669	24.3064				

Above table indicates that the value of 't' between principal with language stream and principal with social science stream is significant at 0.01 level meaning thereby principal with language stream and principal with social science stream differ significantly on the basis of their Leadership skills score.

H_{01b}: There is no significant difference between the principal with social science stream and the principal with science stream.

Stream of the Principal	N	Mean	SD	SED	t TEST	Level of Significance	Result
SOCIAL SCIENCE	139	280.3669	24.3064	3.3691	6.5811	0.01	Significant
SCIENCE	63	288.2381	23.9339				

Above table indicates that the value of 't' between principal with social science stream and principal with science stream is significant at 0.01 level meaning thereby principal with social science stream and principal with science stream differ significantly on the basis of their Leadership skills score.

H_{01c}: There is no significant difference between the principal with science stream and the principal with language stream.

Stream of the Principal	N	Mean	SD	SED	t TEST	Level of Significance	Result
SCIENCE	63	288.2381	23.9339	3.504	3.8986	0.01	Significant
LANGUAGE	98	284.4184	22.2682				

Above table indicates that the value of 't' between principal with science stream and principal with language stream is significant at 0.01 level meaning thereby principal with science stream and principal with language stream differ significantly on the basis of their Leadership skills score.

Analysis parenting to H₀₂

H₀₂: There is no significant difference in leadership skills of the principals working in Teachers` Education Institutions with different educational qualification.

Qualification of the Principal	N	Mean	SD	SED	t TEST	Level of Significance	Result
With PhD	76	292.6579	24.4489	3.0679	4.0661	0.01	Significant
Without PhD	224	280.183	22.6434				

Above table indicates that the value of 't' between principal with PhD degree and principal without PhD degree is significant at 0.01 level meaning thereby principal with PhD degree and principal without PhD degree is differ significantly on the basis of their Leadership skills score.

9. FINDINGS OF THE STUDY:

- It was found from the study that principal with language stream and principal with social science stream differ significantly at 0.01 levels. It means the principal with language stream have more favourable leadership skills than the principal with social science stream.
- It was found from the study that principal with social science stream and principal with science stream differ significantly at 0.01 levels. It means the principal with science stream have more favorable leadership skills than the principal with social science stream.
- It was found from the study that principal with science stream and principal with language stream differ significantly at 0.01 levels. It means the principal with science stream have more favorable leadership skills than the principal with language stream.
- It was found from the study that the principal with PhD degree and the principal without PhD degree is differ significantly on the basis of their Leadership skills quality. It means the principal with PhD degree have more favorable leadership skills than the principal without PhD degree.

10. CONCLUSION:

It has been observed that the qualification of the principal has a significant impact on the leadership skills of the principal. The result of the study says that the principals with PhD degree are more skillful than the principals without PhD degree. It has also been found from the study that the principal with science degree have more high leadership skills than the principal with language and social science degree.

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