

Research Article

A Study On Leadership Style And School Effectiveness Of B.Ed. Students In Dharmapuri District

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Abstract

Society is constantly changing, and the purpose of education is to enable students to function in their current environment while also preparing them for the future. As a result, education must adapt to these changes. In a nutshell, any society's advancement is largely determined by its educational standards, and one of the most essential aspects in this regard is the presence of capable head teachers and instructors who can contribute significantly to school performance. We should examine the role of education, educational leaders, headmasters, instructors, and institutions in creating favourable conditions for advancement in general. According to the findings, there is a significant link between leadership style and school effectiveness. The qualities of B.Ed student teachers' leadership styles are related to the characteristics of school effectiveness. Both teacher satisfaction and student learning are heavily influenced by school leadership. Educators who like their work will have a higher degree of organisational dedication, which will assist pupils greatly. Leaders that use an integrated leadership style can build a positive culture that leads to improved school performance.

Keywords: Leadership Style, School Effectiveness, B.Ed Students.

1. Introduction

School systems must also adapt to the changes that are occurring in society. Because of technological advancements, knowledge is growing at an exponential rate, and schools that can develop new ways of thinking will lead the way into the future. Additionally, schools strive to retain and attract the greatest teachers. Elites should use education to pave the road for well-considered and defined goals, keeping in mind that the saplings they plant in school today will bear fruit in all areas of society in the future. Teachers can display their talents and skills in schools, depending on how much of a nice and relaxing environment they have established for their students. Teachers and

students can happily continue their activities in this situation. Every step forward necessitates the right circumstances. Teachers and students should be able to work in a safe and comfortable environment.

1.1. Defining leadership

“LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER”

Leadership in political, economical, cultural, artistic, social, scientific and educational dimensions has its own characteristics that leader should have necessary abilities based on structural dimension and goals and natural features. Leadership paradigm has changed over the last decades: it has transited from the traditional leadership to the new perspectives.

1. 2.Effective leader: An effective principal or school head inspires the individual teachers to accept changes by communicating a vision of the future and inspiring and motivating teachers desire to work in a new direction.

1.3. School Effectiveness: To be familiar with the meanings of ‘effectiveness’ a number of terms and concepts is undergone frequently including “competent, development, quality, improvement, evaluation, monitoring, reviewing, skilled, appropriateness, accountability, and performance”.

1.4. Objectives

- To identify the leadership styles of B.Ed students.
- To study the differences in the leadership styles of B.Ed students with reference to their background characteristics (Gender, locality of student, college locality, type of institution.)
- To investigate the school effectiveness at schools
- To find out the relationship between B.Ed students leadership styles and school effectiveness at schools.
- To study the relative contribution of leadership styles of B.Ed students to school effectiveness at schools in Dharmapuri District.

2. Materials and methods

2.1. Research method: The researcher used survey method for assessing the leadership style and school effectiveness of B.Ed students in Dharmapuri district.

2.2. Population

The population for this study consisted of B.Ed student trainees in Dharmapuri District. There were about 35 college of education .In these college totally 3108 B.Ed. student trainees studying in these colleges. The population included both male and female trainees in all over the Dharmapuri District.

2.3. Sample of the study

440 B.Ed student trainees from various seven private college of education in Dharmapuri district would be taken as the sample for the research in Dharmapuri District. Out of 440 B.Ed students 183 were girls and 257 were boys.

2.4. Sampling Technique

Purposive Sampling Technique was employed in this study.

2.5. Research Tools

Every scientific research is processed through certain well designed tools. Tools are nothing but the instrument that helps the researcher to gather data. To collect the data for present study the investigator modified the questionnaire developed by the researcher kolsy (1999) questionnaires and standardized the both leadership style and school effectiveness questionnaire in both English and Tamil version, respectively for B.Ed students.

2.6. Data analysis techniques

- (i) Descriptive Analysis
- (ii) Differential analysis
- (iii) Correlation Analysis
- (iv) Multivariate Analysis

3. Result and Discussion

3.1. Findings related to Leadership style

- ✓ There is significant difference between the male and female B.Ed students of Dharmapuri District in the component assumption of responsibility of the leadership styles. The 't' value is greater than the table value 1.96 at 0.05 level of significance.
- ✓ There is no significant difference between the male and female B.Ed students in the components Assertive Administration (0.169), constructional leadership (0.755) Personal Vision (0.110), decision making skill (1.683), standard relationship style (0.278) and Usage of ICT (0.084) of the leadership styles with reference to their gender of Dharmapuri District in their leadership styles. 't' value is less than the table value at 0.05 level of significance in all the other components of leadership style
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the components constructional leadership (3.614) of leadership style with reference to their Educational Qualification. 't' value is greater than the table value 1.96 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components Assertive Administration (0.239), Assumption of Responsibility (0.661), Personal Vision (1.291), decision making skill (0.291), standard relationship style (0.341) and Usage of ICT (1.607) of the leadership styles with reference to their Educational Qualification. 't' value is less than the table value at 0.05 level of significance in all the other components of leadership style.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the components constructional leadership (2.751) and usage of ICT (2.425) of leadership style with reference to their experience. 't' value is greater than the table value 1.96 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (1.483), Assumption of Responsibility (0.501), personal vision (1.448), decision making skill(0.233), standard relationship style(0.817) of the leadership styles with reference to their experience. 't' value is less than the table value at 0.05 level of significance.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (3.384) and assumption of responsibility (3.627) of leadership style with reference to their age. 'F' value is greater than the table value 3.07 at 0.05 level of significance.

- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components constructional leadership (0.452), personal vision (0.043), decision making skill (0.271), standard relationship style (0.157) and usage of ICT (1.386) of the leadership styles with reference to their age. 'F' value is less than the table value 3.07 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (0.313), constructional leadership (1.953) assumption of responsibility (0.274) personal vision (1.354), decision making skill (0.864), standard relationship style(0.044) and usage of ICT (1.891) of leadership style with reference to their school. 'F' value is less than the table value 3.07 at 0.05 level of significance.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the components constructional leadership (2.067) and personal vision (2.132), and of leadership style with reference to their locality. 't' value is greater than the table value 1.96 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (0.319), assumption of responsibility (0.990), decision making skill (1.649), standard relationship style(0.749) and usage of ICT (1.837) of the leadership styles with reference to their locality. 't' value is less than the table value 1.96 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (1.817), constructional leadership (3.068) assumption of responsibility (1.519), personal vision (1.233), decision making skill (0.844), standard relationship style (2.027) and usage of ICT (2.979) of leadership style with reference to their block. 'F' value is greater than the table value 3.07 at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the components assertive administration (1.854), constructional leadership (1.123) assumption of responsibility (0.787), personal vision (1.252), decision making skill (2.011), standard relationship style(0.580) and usage of ICT (1.247) of leadership style with reference to their training. 'F' value is greater than the table value 3.07 at 0.05 level of significance.
- ✓ There is significant relationship between the components of constructional leadership with assumption of responsibility (0.234), personal vision(0.289), standard relationship style(0.184), assumption of responsibility with decision making skill(0.299), decision making skill with standard relationship style(0.194) of leadership style of the B.Ed students.

3.2. Findings related to School Effectiveness

- ✓ There is no significant difference between the male and female B.Ed students of Dharmapuri District in the School Effectiveness with reference to their gender. 't' value is less than the table value 1.96 at 0.05 level of significance.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the component teacher's performance (3.580) of school effectiveness with reference to their Educational Qualification. 'F' value which is greater than table value (3.03) at 5% level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the component head teacher's performance (0.145), students performance (0.449), school resources (1.189), popularity of the school (1.142) of school effectiveness with reference to their Educational Qualification. 'F' value which is less than table value (3.03) at 5% level of significance.

- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the component school resources (3.165), of school effectiveness with reference to their experience. 'F' value which is greater than table value (3.03) at 5% level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the component head teacher's performance (0.880), teacher's performance (0.517), students performance (0.776), popularity of the school (0.664) of school effectiveness with reference to their experience. 'F' value which is less than table value (3.03) at 0.05 level of significance.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the component popularity of the school (4.810) of school effectiveness with reference to their different types of school. 'F' value which is greater than table value (3.03) at 5% level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the component head teacher's performance (1.592), teachers performance (0.362), students performance (1.258), school resources (2.662), of school effectiveness with reference to their different types of school. 'F' value which is less than table value (3.03) at 5% level of significance.
- ✓ There is significant difference between the B.Ed students of Dharmapuri District in the component popularity of the school (3.146) of school effectiveness with reference to their locality. 't' value which is greater than table value (2.58) at 0.01 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the component head teachers performance (1.452), teachers performance (0.105), students performance (0.376), school resources (0.013), of school effectiveness with reference to their locality. 't' value which is less than table value (1.96) at 0.05 level of significance.
- ✓ There is no significant difference between the B.Ed students of Dharmapuri District in the component head teacher's performance (0.253), teachers performance (0.608), students performance (1.020), school resources (0.357), popularity of the school (0.637) of school effectiveness with reference to their block. 'F' value which is less than table value (3.03) at 0.05 level of significance.
- ✓ There is significant relationship between the components B.Ed students performance with students performance (0.151), popularity of the school (0.158), teachers performance with students performance (0.289) of school effectiveness of the head teachers.
- ✓ There is significant relationship between the leadership style and school effectiveness of the B.Ed students (0.598) at 0.01 level of significance.
- ✓ Head teachers performance (4.721), school resources (8.352) and popularity of the school (7.914) contribute to the leadership style of the B.Ed students of Dharmapuri District.

3.3. Findings related to leadership style and School Effectiveness

- ✓ There is significant relationship between the leadership style and school effectiveness (obtained 'r' -value -0.598 is found to be greater than the table value (0.174)) at 0.01 level of significance of the B.Ed students.
- ✓ There is significant relationship between the components of the leadership styles and school effectiveness of the B.Ed students between the components Assertive Administration with Head Teachers Performance, Constructional Leadership with School Resources and Popularity of the School. Assumption of responsibility and decision making skill with School Resources, Personal Vision with Popularity of the School.
- ✓ Head Teachers Performance, School Resources and Popularity of the School Effectiveness contribute to the Leadership Style of the B.Ed students of Dharmapuri District.

3.4. Implications of the study

The research has established the links between leadership styles of the B.Ed students and school effectiveness. From the study it is known that Leadership styles of the B.Ed students significantly contribute to the School Effectiveness. And the results of the study reveal that B.Ed students play a key role in setting direction and creating a positive school climate which fosters school improvement. Areas such as students' overall development and linkage of school with community etc. are also should be considered for school effectiveness by the School administrators. From the analysis of the study it has been proposed that B.Ed students can use an integrated leadership approach to improve the academic achievement of their students by having an increased focus on teaching and learning, collaboratively establishing school goals and vision, and having a deeper insight of the external factors associated with their school improvement. The findings of the study would be helpful to the school education department to strengthen the education system by creating educational policies and providing required trainings for school leaders to help them efficiently respond to educational policies and school's needs and priorities.

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