A Study on Leadership Behaviour of Prospective Teachers

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ABSTRACT

Leadership of a prospective teachers is an important topic in present times. The major aim of this study is to know the impact of gender, educational qualification and locality on the leadership behaviour of prospective teachers. A quantitative method used in this study. Trainee Teachers Leadership Behaviour Scale developed by the researcher was adopted to collect the data. The investigators carried out the study with 319 prospective teachers from 14 colleges of Murshidabad district, India. T-test was used to analyse the collected data. The findings of this study showed that gender and educational qualification has not shown influence on leadership behaviour but locality has shown significance influence on leadership behaviour of prospective teachers.

Keywords: Leadership Behaviour, Prospective Teachers, Gender, Educational Qualification, Locality

Leadership is interpreted as affecting the subordinates to acquire organizational goals through talking with them (Alvani, 1993). Successful leadership is generally known as being a key component in accomplishing school development. Various international literature indicated that good and effective leaders worked an unintended but powerful impact on the effectiveness of the school and at the accomplishment of the students (Leithwood *et al.* 1999). According to Kouzes and Posner (2007) effective leaders make an environment of believe so that followers will feel comfortable to work in the direction of meeting desires. With the development of technology these days, educational leaders are facing hardship to find which leadership practices efficaciously have an impact on teachers to develop their instructional strategies as well as preserve their professional improvement and also focus their attention, and keep eyes on the student learning and entire school community (Jabor *et al.* 2013). Phelps (2008), stated "Understanding the various dimensions of teacher leadership is requisite knowledge for encouraging the development of more teachers as leaders" (p.119). Krisko (2001)

points out that, "teachers are potential leaders who can be instrumental in initiating and implementing a major paradigm shift from a traditional school to an effective learning community" (p.4). According to Katzenmeyer and Moller (2001), "teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learner and leaders, and influence others toward improved educational practice" (p.5). Hence, teachers are responsible for the improvement of the school as well as the whole community. If teachers become leaders, they play their role to improve more efficiently.

Lambert stated (2000, p.7), "teacher leadership is an enrichment of the teaching profession. Teachers may help to lead the school but, in a capacity, other than Principal or Vice Principal" (p.7). According to York-Barr, Sommers, Ghere, and Montie (2006) leadership

"is influence and action, not position — without teacher leaders, the relationships that are essential for successful change will not be activated." (p.252). Öqvist and Malmström (2017) defined teacher leadership behavior as "… a mobilisation of the available attributes of teachers to influence students at the ground level during their daily activities at school, within and outside of the classroom, and beyond" (p. 5). The above arguments signify that a teacher can act as leader in specific spheres of affect and in a different way, regardless of any formal position/ designation. Katzenmeyer and Moller (2001) highlighted that colleges and university's role in making teacher leaders is widespread within the continuum of teacher development. — Development of skills, information, attitudes and beliefs about teacher leadership begin with the college or university preparation programme for future teachers. — The leadership skills are as vital in these programmes as instruction content material and the curriculum. After the teacher quit the college, the aim should be to encourage that teacher to be a leader (p.16).It comes out from the above discussion that there is a rapid shifting from traditional teacher-training courses and programmes towards a more leadership-oriented teacher-education to develop leadership competencies among prospective teachers in order to enable them not only to improvise teaching learning practices and manage their classrooms effectively, however greater importantly to play an energetic lead role for school improvement and development. In advanced nations, teacher leadership programs and initiatives have grown (Harris, 2003).

According to Poekert (2012), studies on teacher leadership stays in most cases qualitative rather quantitative, and foundational rather than analysing how teacher leadership is genuinely practiced. So, in this study the investigator tried to analyse the leadership behaviour of the future teachers quantitatively and want to see the influence of gender, locality and educational qualification on their leadership.

Objectives of the study

1. To study the leadership behaviour of prospective teachers in context to gender.

2. To study the leadership behaviour of prospective teachers in context to locality.

3. To study the leadership behaviour of prospective teachers in context to educational qualification.

Hypotheses of the study

❑ **$H_0$1:** There would be no statistically significant difference of leadership behaviour between male and female prospective teachers.

❑ **$H_0$2:** There would be no statistically significant difference of leadership behaviour between rural and urban prospective teachers.

❑ **$H_0$3:** There would be no statistically significant difference of leadership behaviour between graduate and post graduate educational qualification prospective teachers.

Tools for the study

Trainee Teachers Leadership Behaviour Scale developed by the investigator was used to gather the data. The questionnaire contained 45 items and was divided into six areas which are (i) Taking Initiative (ii) Interpersonal Skills (iii) Communicative Skills (iv) Leadership Ethics (v) Conflict Management (vi) Teaching Proficiency. Each statement was arranged on five alternatives; strongly disagree=1, disagree=2, undecided=3, agree=4 and strongly agree=5. This scale administered on both male and female populations.

Data collection

The sample for this investigation comprised 319 prospective teachers from Murshidabad district of west Bengal, India. Simple random sampling technique was used to collect the data from 14 B.Ed. colleges of Murshidabad district, west Bengal, India. The researcher collected the data online through google form. Instructions about the instruments was written in the form. Trainee Teachers Leadership Behaviour Scale developed by the researcher was administered and data on each variable in the investigation is properly coded for analysis of the data. The analysis was done on the basis of the formulated hypothesis on the basis of the objectives. Differential statistical technique like t test was applied to test the hypotheses.
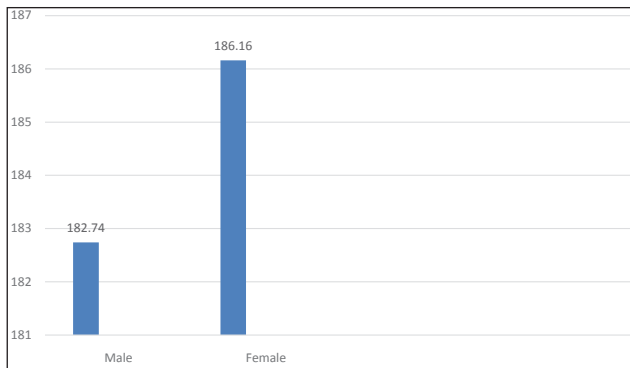
Results of the study

1. *Study of leadership behaviour in context to gender*

Hypotheses testing

$H_0$1: There would be no statistically significant difference of leadership behaviour between male and female prospective teachers

To test this hypothesis the independent t-test was applied and results are presented in the following table 1.

Fig. 1: Showing mean scores of male and female prospective teachers leadership behaviour
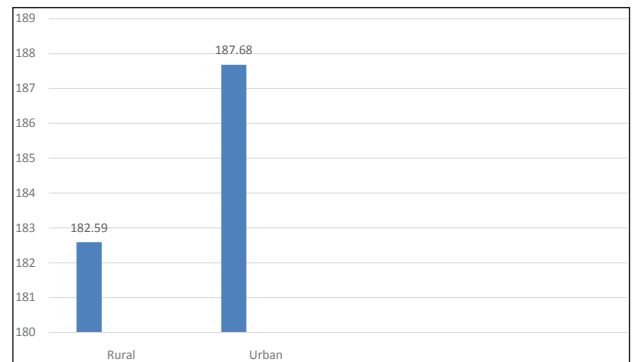
The results of independent t-test in table 1 shows that there is no significant difference between leadership behaviour of male and female prospective teachers as p value is >0.05. So, the null hypothesis is accepted. By comparing mean scores as showed in Fig. 1, it is found that female prospective teachers achieved higher mean scores than male prospective

teachers but their difference is not significant. Therefore, it is concluded that the gender of prospective teachers has no significant influence on their leadership behaviour.

2. *Study of leadership behaviour in context to locality*

$H_0$2: There would be no statistically significant difference of leadership behaviour between rural and urban prospective teachers

To test this hypothesis the independent t-test was applied and results are presented in the table 2.

Fig. 2: Demonstrating mean scores of rural and urban prospective teachers' leadership behaviours

The results of independent t-test in table 2 shows that there is a significant difference between leadership behaviour of rural and urban area prospective teachers as p value is <0.01. So, the null hypothesis is rejected at 0.01 level of significance. By comparing mean scores as demonstrated in Fig. 2, it is found

Table 1: Results of independent t-test between Leadership Behaviour of male and female prospective teachers (N=319)

Variable	Gender	N	Mean	S.D.	Mean Difference	df	t-value	P-value	Significance Level
Leadership Behaviour	Male	110	182.74	24.566	-3.426	317	-1.403	>0.05	Not Significant
	Female	209	186.16	18.405					

Note: no star denotes not significant.

Table 2: Results of independent t-test between Leadership Behaviour of rural and urban prospective teachers (N=319)

Variable	Locality	N	Mean	S.D.	Mean Difference	df	t-value	p-value	Significant Level
Leadership Behaviour	Rural	169	182.59	24.738	-5.094	317	-2.200	<0.01**	Significant
	Urban	150	187.68	14.702					

*Note: ** denotes significant at 0.01 level.*

that urban area prospective teachers achieved higher mean scores than rural area prospective teachers. Thus, urban area prospective teachers were found to have better leadership behaviour than rural area prospective teachers. Therefore, it is concluded that the locality of prospective teachers has significant influence on their leadership behaviour.

3. *Study of leadership behaviour in context to educational qualification*

$H_0 3$: There would be no statistically significant difference of leadership behaviour between graduate and post graduate educational qualification of prospective teachers.

To test this hypothesis the independent t-test was applied and results are presented in the following table 3.

The results of independent t-test in table 3 shows that there is no significant difference between leadership behaviour of graduate and post graduate educational qualification prospective teachers as p value is >0.05. So, the null hypothesis is accepted.
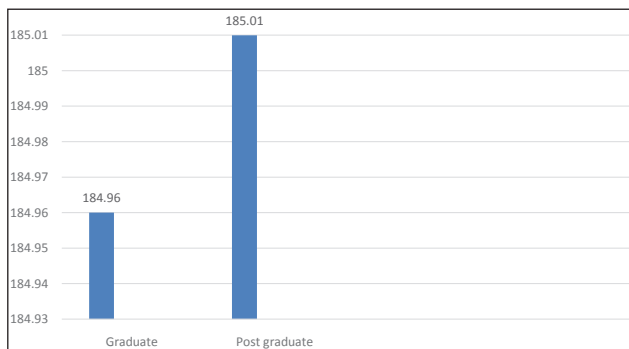
Fig. 3: Demonstrating mean scores of graduates and post graduate prospective teachers' leadership behaviours

By comparing mean scores as showed in Fig. 3, it is found that post graduate prospective teachers achieved higher mean scores than graduate prospective teachers but their difference is not significant. Therefore, it is concluded that the

educational qualification of prospective teachers has no significant influence on their leadership behaviour.

DISCUSSIONS AND CONCLUSION

The analysis of data from leadership behaviour of male and female prospective teachers indicated that male and female participants possessed same leadership behaviour. The results are somewhat consistent with the findings of Evans (1997), Block (2003), Eagly *et al.* (2003), Ogbanna and Harris (2000), Harland *et al.* (2005), Steyrer *et al.* (2008), Prema (2013), Pinto (2014) who found no difference between male and female leadership.

The analysis of data from leadership behaviour of rural and urban prospective teachers indicated that prospective teachers who belong to urban area have better leadership behaviour than those who lived in rural area. The result is consistent with the findings of Reddy & Brahmaiah (2014) who found differences between rural and urban prospective teachers leadership behaviour.

The analysis of data showed that both graduate and post graduate prospective teachers have same leadership behaviour. The result is consistent with the findings of Singh (1978), Anandanasu & Abduallah (2019) and Suman & James (2021) who found no difference between leadership behaviour of prospective teachers with graduate and post graduate educational qualification.

Although most of the studies related to leadership conducted on principals and teachers, identifying prospective teachers' leadership behaviour is also important because they are the future teachers. As the idea of teacher as leaders is acknowledged progressively by educationists, there is a need to assess the prospective teachers whether they are keen, self-confident, and ready to take the responsibility of teacher leaders. As stated by Helterbran (2010), teachers cannot act as leaders

Table 3: Results of independent t-test between Leadership Behaviour of graduate and post graduate prospective teachers (N=319)

Variable	Educational qualification	N	Mean	S.D.	Mean Difference	df	t-value	p-value	Significant Level
Leadership Behaviour	Graduate	161	184.96	24.977	-0.050	317	-0.021	>0.05	Not Significant
	Post graduate	158	185.01	15.406					

Note: No star denotes not significant.

"unless and until [they] recognize their own leadership potential" (p.365).

In the light of the above discussions, it is concluded that gender and educational qualifications have not shown significant influence on the leadership behaviour of prospective teachers but locality has shown influence on the leadership behaviour of prospective teachers. Hence prospective teachers who are from urban area have better leadership behaviour than those who are from rural area.

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