

Leadership Skills and Teaching Competence for Prospective and in-Service Teachers to Transform the Power Within

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ABSTRACT

Competent teachers hold the position of leadership by natural disposition of their job in the classroom. S/he do not only have a deep content knowledge but also posses many other skills which are called soft skills. Leadership skills are one dimension of soft skills. Present study was intended to investigate the relationship between leadership skills and teacher competency of prospective and in service teachers. The sample consists of 90 prospective teachers and 60 in service teachers. Purposive sampling technique was used to select the data .Kumar and Mutha 'Teacher effectiveness scale was used to measure the teacher effectiveness and 'leadership Quality scale 'by Dr. Muthumanikum was used to measure the leadership skills .Product –moment coefficient correlation was used to analyze the data. The study revealed that there was significant relationship between teacher competency and leadership skills of prospective teachers and in service teachers.

Key words: Leader, Leadership skills, Teacher, teaching competence, power.

I. INTRODUCTION

Education in the new century is characterized by a rapid and constant change .A changed world is demanding a new way of leadership skilled teacher in teaching and learning process.

Who is a true leader? How can a teacher become a competent leader?

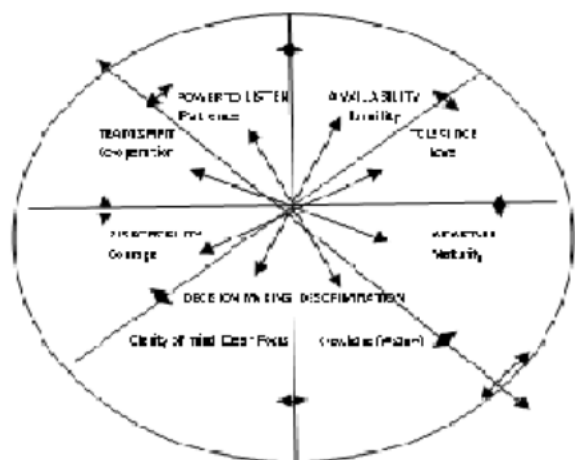
5 c's for a competent leader teachers:

- (a) **A leader is a cool and calm person:** - with leadership skills in her will not lose his/her temper instantaneously. Being a cool and calm personality she will not fall in confusion.
- (b) **A leader possesses a clear vision:** - A teacher who has a clear vision has clear understanding, of what he is doing and why and how he is going to do it.
- (c) **A leader is confident:** - A teacher with confident ability in her has a high level of commitment and while performing his/her task becomes highly creative in his own way.
- (d) **A leader is source of inspiration:** - As William Arthur Ward says: "A mediocre teacher tells, a good teacher explains, a superior teacher demonstrates and a great teacher inspires." This is how teacher having good leadership skills becomes a source of inspiration **Charisma of contentment:**-A teacher when s/he is full of these qualities there is competency in her teaching and s/he experiences the charisma of contentment through his leadership quality or skills.
- (e) **Leadership means:** The process of influencing the behavior of others towards the accomplishment of goals in a given situations. **According to George R. Terry,** "Leadership is the activity of influencing people to strive willingly for group activities. The emphasis is given on willingness on the part of people led.

II. LEADERSHIP PROCESS ATTITUDE & SKILLS

- (a) **Teacher as a leader:** - "Leadership is the ability and readiness to inspire, guide, direct, or manage others." (Murnane& Levy 1996) .A leader is defined as the one who has the followers .Often teachers are not considered as one who has followers ,Often teachers not considered official leaders ;yet they perform superbly once they are asked ,Teachers have been expected to have the necessary skills to entry into leadership position ,or develop them on the job .
 - (i) Teachers should have the ability to engage with people to persuade, influence and be very versatile in doing that.
 - (ii) Teachers requires a whole set of skills for leading and
 - (iii) managing pupils, setting Objectives giving feedback
 - (iv) Sometimes saying hard thing budgeting, the available resources .
 - (v) Teachers must have the vision of his/her educational institution and know how to do the strategies and tactical planning to achieve it.
 - (vi) Teachers must own soft skills as leadership skills so that s/he may become an inspiration in the sight of the pupils.
 - (vii)Teacher must own knowledge of subject, take interest in every child.
 - (viii) Good attitude towards pupils and sense of adaptability in all situations
- (b) **The eight attitudes:-** for teacher to enhance qualitative leadership skills to be competent in the classroom environment.

BEING



DOING

Fig

Leadership is a process where leaders create an inspiring vision of the future, motivate their followers to achieve it, manage implementation successfully and develop the members of their team to be even more effective in the future.

(c) Leadership Skills:-

- (i) Physical: Sound health, Vitality, Appearance, Physical and nervous energy, forcefulness, Physique, Enthusiasm
- (ii) Intellectual: High intelligence, Sound judgment, ability to teach, Scientific approach, decisiveness, self understanding.
- (iii) Moral: Integrity, Moral Courage, Fairley, Willpower, Sense of purpose, Objectivity.
- (iv) Social: Ability to inspire, Fact percussiveness, self confidence, empathy, initiative, knowledge of human nature, human relation, attitude.

In spite of difference in the personality of the secondary school teachers', practices of certain principles can help them function competently.

Tips on leadership skills for teachers to transform the power within

Interest in students--Teacher's first quality is to take interest in the students'. S/he needs to give total self to his ability for the students. S/he must touch the core of their heart to find out the stress and turmoil they are undergoing and find cure for that.

In this way students will be motivated. Effective communication –Teacher must have an excellent communication skill to succeed as a classroom leader .S/he must be able to explain his lesson in a clear way both verbal and written so that it can be

understood by students of different age and abilities. He must be an effective team leader with the students.

High Morale--The teacher as a leader must brief overall picture of belongingness towards the students. S/he must build rapport among the students and with the teacher and students of constructive values and put an end to destructive criticism.

Awaken enthusiasm--The teacher can awaken enthusiasm in the students through various curricular and co curricular activities. This will help the student to come up with all round development with quality and pride.

Use Command sparingly--The teacher by virtue of his/her profession becomes a threat for the students. Therefore s/he must make genuine effort to inculcate in his personality softness and smartness. Sometimes teacher needs to overlook the wrong doings and weakness of their students. As a result students will be encouraged to reflect and act wisely.

Requests not demand--Teacher could /inculcate curtsy in his/her behavior and practice it in his behavior while being with the students. Teacher can always make request instead of demanding or commanding the students that will only add to his personality virtue of simplicity. The students will gladly accept suggestions and develop their personality with knowledge.

Respect towards associates--Teacher with his leadership skills can create a good favorable environment of equality and respect and increase brother-hood, unity, openness and friendship.

Trustworthy--Teacher having the ability to trust and be trusted can win the hearts of the students. This will strengthen the interpersonal relationship and team work spirit among them.

Encourage the students to speak up--Teacher can challenge student's creativity and take the lead to explore their innovative ideas and together build an atmosphere of talent- sharing and growing together.

Handle the grievance fairly--Teacher has the ability to know each student through and through by name which means his/her talents, capabilities and weakness too. Therefore it is his/her responsibility when they are under stress or upset with problems, misunderstandings. If at all teacher needs to correct or punish the students could be done in private. Since it is said –Praise in public. Reprimand in private.

Fair action--A great leader believes in equal importance of each individual. Therefore a teacher with leadership skills gives equal important to his/her students , gives ample opportunity to the weaker children of her class and takes good care of the talented ones.

III. COMPETENCE & LEADERSHIP

Dr.Karl Heimz Flechig (1962)When The word teacher is mentioned, they (people)think of a man or a women who stands or sits in a relatively modestly equipped room in front of the blackboard ,surrounded by thirty or forty children and who indulges in verbal communication with those children by using widely divers kind of language .It is far likely that they think of the various activities such as reading for the preparation for the lesson material ,correcting work ,preparing manuscripts etc. It is even less likely that when they think of the word 'Teacher' they would be thinking of those other people who also made them contribution so that teaching could take place.....We can be quite certain that nobody thinks of the architect who planned the building which made up the school...

J.N.Kapur (1991) said "I have been proud of my noble profession and if I were to be born again , would once again like to be a teacher ''.

Teacher acts as a leader in developing suitable climate and cohesion in class. Teacher's Leadership plays a vital role in career development. Often his/her technical skills can only take her far. To help them in the career development soft skills as leadership skills is the ability to be a good and successful leader. Few are born to be leaders and most of us need to inculcate the good leadership skills. "The key to successful leadership today is influence, not authority." That can help a teacher become best teacher with multi leadership skills.

National Council for Teacher Education (NCTE, 1998) says that every teacher requires acquisition of certain competencies and willingness to perform with sense of devotion and dedication for the benefit of the learners and to sustain commitments.

Teaching competence: Focus primarily on attitude, value, belief and relationship that are expected from prospective and in-service teachers so as to meet the emotional need of students to bring positive changes in them. Hence, teachers need to be highly competent with commitment, devotion, dedication and soft skills to their duty. They should not only provide services to the students but also create opportunities for them to grow all-round .It is quite important for teachers to have good leadership skills so that pupils may inculcate good leadership skills to be the good leaders in the society and for the nation.

Types of teaching competence

- (i) Cognitive based teaching competencies:- aim to demonstrate intellectual abilities in the knowledge of subject matter and educational strategies.
- (ii) Performance based teaching competencies:- requires prospective and in-service teachers to demonstrate an ability to perform some activities in actual.

- (iii) Consequences based teaching competencies:- are expected what prospective and in-service teachers know or do through the achievement of the pupils under the directions of the teachers.
- (iv) Explorative competencies:- expect prospective and in-service teachers to make their students to carry out innovative activities which have undefined student learning outcome.
- (v) Managerial teaching competencies:- include a set of teacher behaviors and activities that are intended to foster students' cooperation and involvement in classrooms.
- (vi) Soft skills competencies:- include skills which are required for personality development. They are leadership, team work, time management, problem solving, and interpersonal relation and communication skills. These socio-emotional competencies are called soft skills. They are essential for personal development, social participation, independent living and classroom teaching to be a best and successful teacher. Thus the problem undertaken is "Leadership skills and teaching competence for prospective and in-service teachers to transform the power within" in district Gumla, of Jharkhand state.

IV. SCOPE OF STUDY & OBJECTIVES

(a) Scope

The rational presented above shows the need for the study of "Leadership skill and teaching competence for teachers to be able to transform the power within them."

The scope of the study was confined to the different schools and B. Ed. Colleges of Gumla dist. prospective and in-service teachers.

(b) Objectives of the study

- (i) To find out significant relationship between leadership skills and teaching competence of prospective and in-service teachers.
- (ii) To find out significant difference between prospective and in-service teachers in their leadership skills and teaching competence.

Related studies A number of studies in this field have been reported by-

Leadership skills- Brungardt and Christie (2010), Frazier (2006), Gardnar and Sheiil (2006) ,Haris and Chatherine (2004), Thomson, Haward Collin (2006), Barth, Roland S. (2001) Bennet et.al. (2000).

Teaching competencie- Sabu(2010), Begam and Bhargava (2010), Amaladoss Xavier (2009) ,Anisha and Annaraja (2008) ,Julie Eben (2007), Dakshina-Murty (2006), Latha, Sangeetha and Ananthasayanam

(2004), Paul and Kumaravel (2003), Vijaylaxami (2002), Kaur (2000).

V. ANALYSIS & RESULT

The sample consisted of 55 Prospective and 70 in-service teachers selected from Gumla Dist. of Jharkhand state.

(a) Sample Technique

Purposive sampling technique was used to select the sample.

Table -1

Table - 1: Correlation(r) between leadership skills and Teaching Competencies of Prospective and in service teachers.

Leadership skills	Teacher effectiveness							Result
ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	N	r		
15574	17257	96812	2408105	2161241	125	0.418*		P<0.01

- (i) There is no significant relationship between leadership skills and teaching competence of prospective and in-service teachers.
- (ii) There is no significant difference between prospective and in-service teachers in their leadership skills and teaching competence.

Table -2

Table - 2: Correlation(r) between leadership skills and Teaching Competencies of in service teachers.

Leadership skills	Teacher effectiveness							Result
ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	N	r		
8919	9843	115048	1397085	1259176	70	0.37*		P<0.01

(b) Tool used

Kumar and Mutha "Teacher effectiveness scale" was used to measure the teacher effectiveness' and 'Leadership Qualit scale'

Dr. Muthumanikum was used to measure the 'leadership'.

Statistical Techniques used Pearson Product moment correlation (r) and t-test were applied to analyze the data

Table -3

Table - 3: Correlation(r) between leadership skills and Teaching Competencies of Prospective teachers.

Leadership skills	Teacher effectiveness							Result
ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	N	r		
6655	7414	817641	1011020	902085	55	0.42*		P<0.01

Table -4

Table - 4: Correlation(r) between leadership skills and Teaching Competencies of Prospective and in service male teachers.

Leadership skills	Teacher effectiveness							Result
ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	N	r		
7862	8621	996032	192625	1083863	63	0.57*		P<0.01

Table -5

Table - 5: Correlation(r) between leadership skills and Teaching Competencies of Prospective and in service female teachers.

Leadership skills	Teacher effectiveness							Result
ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	N	r		
7712	8636	9720	1215480	1077398	62	0.25*		P<0.01

VI. FINDINGS

From the result it can be concluded that -

- (a) The (r) test shows that there is significant relationship between leadership skills and teaching competence of prospective teachers and in service teachers. It is because prospective and in service teachers both are trained to lead the group throughout the training period by curriculum and co- curriculum activities.
- (b) The(r) test shows that there is significant relationship between leadership skills and teaching competence of prospective teachers .Micro teaching ,Practice teaching ,are the special moments of group or team work where the prospective teachers need to take initiative .Therefore they get enough time to boost up there leadership qualities.
- (c) The (r) test shows that there is significant relationship between leadership skills and teaching competence of in service teachers. After a year's training prospective teachers become the full fledged teachers for their professional field. At this Venter they are energetic and ready to expose themselves as the leader of the small 1 groups.

There they can freely use the leadership skills in the classroom management.

- (d) The (r) test shows that there is significant relationship between leadership skills and teaching competence of prospective and in service male teachers. Since prospective teachers male are already trained in leadership skills obviously they continue the same pattern in service period too.
- (e) The (r) test shows that there is significant relationship between leadership skills and teaching competence of prospective and in service female teachers. During training Female teachers make much effort to inculcate within them techniques of leadership skills therefore it becomes easy for them to exercise and teach the leadership skills to the students.

VII. CONCLUSION

An effective teacher also has good leadership skills. To make the teaching effective a teacher must enhance good leadership skills. Therefore from time to time leadership program is an urgent need of the hour in teaching learning environment for teacher competency.

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