



ISSN No. : 2320-074X

# ACE RESEARCH PROPELLER

A Peer - Reviewed / Refereed Half - Yearly National Journal

Volume 2

Issue 1

January 2017



## ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN

( Approved by UGC under section 2 (f) and 12B of UGC Act

Recognized by National Council for Teacher Education, SRC, Bangalore &

Affiliated to Tamil Nadu Teachers Education University, Chennai )

Tiruchendur Road, Thoothukudi - 628 003. Tel : 0461-2375601

E-mail : annammals@yahoo.com Web : www.annammals.com

Principal  
St. Xavier's College of Education  
(Autonomous)  
Palayamkottai - 627 002

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# LEADERSHIP QUALITIES OF PRIMARY SCHOOL TEACHERS

Irene Jenifer & Michael J Leo

## ABSTRACT

*This paper attempts to describe the leadership qualities of teachers working at primary schools. The investigator used Leadership Quality Inventory constructed and validated by Michael J Leo and Revathi. Simple random sampling technique was employed to select 300 teachers from Tenkasi educational district. The result reveals that the male and female primary school teachers do not differ in their leadership qualities. The urban teachers are better than rural teachers in the dimension Psychological Characteristics. The findings help the investigator to conclude that the problem based leadership training must be given to the teachers. The teachers should be encouraged to take up action research related to the academic, social and personal life of the students.*

## INTRODUCTION

Students feel so inspired by their teachers. Primary teachers play a significant role in inculcating student discipline. Primary teachers play vital roles in the lives of the students in their classrooms. Teachers serve many other roles (leadership) in the classroom. Primary teachers build a warm environment, mentor and nurture students. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are highly respected by people in the community due to their ability to lead the students and portraying as role model to the society.

Leadership can be described as the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success. A person who can bring about change has this ability to be a leader. Leadership is influencing other by your character. Anytime you influence the thinking, beliefs, or development of another person, one who is engaging in leadership. Leadership is having a vision, sharing a vision and inspiring other to support your vision while creating their own. When envisioning teacher as a leader, the role of a teacher is influential at early stages of child developmental stages. Further it is clear that the habits are formed at the early stages by imitating the behaviour of the immediate people around a child. So the investigator has chosen the topic as 'Leadership Qualities of Primary School Teachers'

## **SIGNIFICANCE OF THE STUDY**

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. Hence they have to be the leaders of others formally and informally in all walks of their life.

Leadership seems to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. Leaders design motivation systems not only to encourage employees to perform in the most effective way but also to draw potential candidates. Further, in the age of young, the children learn through imitation, icons and what do they witness. So the teaches need to be effective teachers and role models to others. The key to create a conducive atmosphere in the school is an answer to the question what really enhance teachers' performance. So the investigator has taken the following topic for her investigation.

## **OBJECTIVES OF THE STUDY**

1. What is the level of leadership qualities of primary school teachers?
2. Is there any significant difference between male and female primary school teachers in their leadership qualities?

3. Is there any significant difference between rural and urban primary school teachers in their leadership qualities?

### HYPOTHESES

1. There is no significant difference between male and female primary school teachers in their leadership qualities.
2. There is no significant difference between rural and urban primary school teachers in their leadership qualities.

### METHODOLOGY

The population for the present study is primary school teachers of Tenkasi educational district in Tamilnadu. The investigator employed simple random sampling technique to select 300 teachers from Tenkasi educational District. The investigator used Leadership Quality Inventory constructed and validated by Michael J Leo and Revathi.

### FINDINGS

#### LEVEL OF LEADERSHIP QUALITIES OF PRIMARY SCHOOL TEACHERS

Leadership Qualities And Its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
<b>Psychological Characteristics</b>	41	13.7	206	68.7	53	17.7
<b>Personal Characteristics</b>	67	22.3	178	59.3	55	18.3
<b>Social Characteristics</b>	52	17.3	216	72.0	32	10.7
<b>Personality Characteristics</b>	68	22.7	199	66.3	33	11.0
<b>Leadership Qualities</b>	56	18.7	206	68.7	38	12.7

It is inferred from the above table that 13.7% of primary school teachers have low level, 68.7% of them have moderate level and 17.7% of them have high level of psychological characteristics.

It is inferred from the above table that 22.3% of primary school teachers have low level, 59.3% of them have moderate level and 18.3% of them have high level of personal characteristics.

It is inferred from the above table that 17.3% of primary school teachers have low level, 72.0% of them have moderate level and 10.7% of them have high level of social characteristics.

It is inferred from the above table that 22.7% of primary school teachers have low level, 66.3% of them have moderate level and 11.0% of them have high level of personality characteristics.

It is inferred from the above table that 18.7% of primary school teachers have low level, 68.7% of them have moderate level and 12.7% of them have high level of leadership qualities.

### Hypothesis 1

There is no significant difference between male and female primary school teacher in their leadership qualities

Leadership Qualities And Its Dimensions	Male(N=64)		Female(N=236)		Calculated 't' value	Remark at 5% level
	Mean	SD	Mean	SD		
Psychological Characteristics	18.95	3.149	19.49	2.799	1.241	NS
Personal Characteristics	30.59	3.975	30.94	4.020	0.610	NS
Social Characteristics	37.44	4.676	38.39	4.488	1.451	NS
Personality Characteristics	34.20	4.547	34.98	3.898	1.253	NS
Leadership Qualities	121.19	14.534	123.80	12.730	1.307	NS

*(At 5% level of significance, the table value of 't' is 1.96)*

It is inferred from the above table that there is no significant difference between male and female primary school teachers in the dimensions Psychological Characteristics, Personal Characteristics, Social Characteristics, Personality Characteristics and Leadership Qualities in total.

### Hypothesis 2

There is no significant difference between rural and urban primary school teachers in their leadership qualities.

Leadership Qualities And Its Dimensions	Rural(N=236)		Urban(N=64)		Calculated 't' value	Remark at 5% level
	Mean	SD	Mean	SD		
Psychological Characteristics	19.12	2.874	20.33	2.720	3.117	S
Personal Characteristics	30.88	4.255	30.81	2.938	0.140	NS
Social Characteristics	38.10	4.752	38.50	3.656	0.729	NS
Personality Characteristics	34.97	4.258	34.27	3.133	1.460	NS
Leadership Qualities	123.06	13.908	123.91	9.949	0.551	NS

*(At 5% level of significance, the table value of 't' is 1.96)*

It is inferred from the above table that there is significant difference between rural and urban primary school teachers in the dimensions Psychological Characteristics. But there is no significant difference between rural and urban primary school teachers in the dimensions Personal Characteristics, Social Characteristics, Personality Characteristics and Leadership Qualities in total.

## **FINDINGS AND INTERPRETATIONS**

With regard to the dimensions of Leadership Qualities of Primary School Teachers, 17.7% of them have high level of psychological characteristics, 18.3% of them have high level of Personal characteristics, 10.7% of them have high level of social characteristics, 11.0% of them have high level of Personality characteristics, and 12.7% of them have high level of Leadership Qualities in total.

There is no significant difference between male and female primary school teachers in the dimensions Psychological Characteristics, Personal Characteristics, Social Characteristics, Personality Characteristics and Leadership Qualities in total. This may be due to the fact that the teaching profession is common to both the genders and both are competent to each other. This profession is considered as a global profession and the teachers are given exposure to professional skills without any gender difference.

There is significant difference between rural and urban primary school teachers in the dimension Psychological Characteristics as one of the dimensions of leadership qualities. This may be due to the fact that the urban teachers may have an exposure towards balanced life. The urban teachers may come across the problems of students in their daily life and might have tried to solve their problems. This may be reason for their difference in their Psychological Characteristics.

## **CONCLUSION**

The findings help the investigator to conclude that the problem based leadership training must be given to the teachers. The teachers should be encouraged and exposed to take up action research related to the academic, social and personal life of the students.

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### Authors

1. Ms. T. Irene Jenifer, M. Ed. Scholar St. Xavier's College of Education (Autonomous), Palayamkottai.
2. Dr. A. Michael J Leo, Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai.