

# RELATIONSHIP BETWEEN LEADERSHIP QUALITY AND ACADEMIC ACHIEVEMENT AMONG B.ED., TRAINEES OF DISTANCE EDUCATION



## ABSTRACT

*Leadership is a higher-order human quality that requires leaders to build a successful institution or organization. A leader is born, not made, as the saying goes. But leadership is a continual evolution process of qualities like vision, pledge, order, trust, integrity, innovation, motivation, authority, dedication, humility, creativity, etc. One of the fundamental skills required to be a complete and competent teacher is leadership. The present study aims to unveil the relationship between leadership quality and academic achievement among B.Ed., trainees of distance education. For this, the researcher used Leadership Effectiveness Scale (LES) to collect data from 324 samples who are pursuing B.Ed., through distance education. The samples were selected by using simple random sampling techniques using the survey method, the data were collected and analyzed with support of SPSS. They were analyzed using the Mean, Standard Deviation, t-test, and correlation. The result revealed a positive correlation coefficient between leadership quality and academic achievement. Further significant differences were observed in the academic achievement of B.Ed., trainees with regard to gender.*

**Keywords :** Leadership Quality, Academic Achievement, B.Ed., Trainees of distance education.

## Introduction

A successful and effective leader is being able to achieve successful results; become an inspiration; complete a mission successfully; possess excellent skills; have a vision; be at people's service; and many other things. "Leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good." – Joanne Ciulla. Ideal quality, professional and educational acquaintance, tolerance and modification, acquaintance with institutional planning, an unprejudiced approach, skillfulness in human correlation, the capability of writing and speech, the capability of accountability and initiative, self-confidence, and collaboration are fundamental traits of being a good leader. Leadership has been experientially proven to be essential to the accomplishment of any group or organization, and a teacher training institution is no exception.

Pre-service teacher training programmes prepare students with professional skills that fit into the teaching profession, including leadership. The success of the school

is not an ordinary word that implies the standard of all students in terms of their knowledge and skills along with the collective efforts of teachers under the direction of the leader. In terms of teacher education, one of the fundamental skills required to be a complete and competent teacher is leadership. Academic achievement is the sum of a student's outcomes from goal-oriented activities that have been achieved along with their performance in any standard examination. Academically good achievers naturally have traits like independence, self-determination, self-esteem, self-confidence, and a lack of anxiety. Teachers who are undergoing pre-service training have been acquainted with leadership skills through scholastic and co-scholastic activities. Leadership quality and academic achievement are

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interrelated, and it is assumed that they have a positive relationship.

### **Need and significance of the study**

Teacher leader is someone who steps up and takes the initiative to improve not just themselves and their own classroom but is eager to support and mentor other teachers to deliver the highest quality education for the students they serve. Leadership is an activity of influencing people to strive willingly for group objectives and influencing people to follow in the achievement of a common goal. Leadership in school is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leaders are responsible for educational programs and learning outcomes, the management and professional development of their staff, school finance and property, and the relationships between the school and its community.

The leadership quality should sufficiently recognize the significance of each individual in achieving the goal by the contribution of the individuals' group activity. Power and position may not be the criterion for leadership. Leadership necessitates precise characteristics which an efficient leader should possess. Teachers have a variety of levels of school leadership qualities. Some are learned and some are an intrinsic part of their character. Inspiring teachers possess a mixture of leadership qualities that are appreciated by parents, students, peers, and the community. Teachers and school leaders are essential for concluding the educational gap and for closing low-performing schools. Teachers work very closely with students, yet it is still imperceptible in many types of research on school institutions and school reform in spite of the oratory about the indispensable position of their leadership. Inspiring school leaders authorize both their students and their fellow teachers. So, there arises a need to discover out qualities of Leadership in respect of academic achievement because it is significant for academic development, social transformation, and constant growth in educational standards. The present paper contemplates primarily the features which contribute to the development of leadership

qualities. Schools are projected to focus on and deliver the cultural and institutional change which is needed for all types of incessant development. The teacher is the key role player in the school. For a student, he is a leader; a friend and a guide; he has to be familiar with the hidden talents of the child; the teacher should have high maturity to deal with students' individual differences. This paper throws light on the leadership quality and its relationship with the academic achievement of trainees who are pursuing B.Ed., through distance education.

### **Review of related studies**

Dr J. Kiruba (2016). Leadership behaviour of B.Ed. trainees in relation to their achievements. The aim of the present study is to find out the level of leadership behaviour among B.Ed. trainees. The investigator has used the leadership behaviour inventory as a tool. The sample consists of 300 B.Ed. trainees from six B.Ed. colleges in Kanyakumari District. A stratified random sampling technique has been used for collecting the data. The major finding reveals that there is a significant difference between rural and urban B.Ed. trainees in their leadership behavior. Dr. Suman Dalal, Ms Sarla Rani (2013) Conducted a study of Leadership Quality in the Teaching Profession. 100 secondary school teachers from Sonipat district were selected as samples to systematic survey in their present study. For the purpose of scoring, each question had to be answered with a "yes" or "no". The major findings reveal that more than 70% of teachers agree that good leadership is highly responsible for improving social equality and impartiality, rule and regulation, and the physical and psychological environment of secondary schools.

### **Objectives of the study**

1. To study the Leadership Quality and Academic Achievement of school teachers doing their B.Ed., through distance education.
2. To check whether there exists a significant relationship between Leadership Quality and Academic Achievement of school teachers doing B.Ed., through Distance Education.



3. To check whether there exist significant differences in Leadership Quality with regard to gender, locality, and type of school teachers doing B.Ed., through distance education.
4. To check whether there exist significant differences in Academic Achievement with regard to gender, locality, and type of school of school teachers doing B.Ed., through distance education.

**Hypothesis of the study**

1. There is no significant relationship between Leadership Quality and Academic Achievement of school teachers doing B.Ed., through Distance Education.
2. There is no significant difference in leadership quality with regard to gender, locality, and type of school of school teachers doing B.Ed., through distance education.
3. There is no significant difference in academic achievement with regard to gender, locality, and type of school teachers doing their B.Ed., through distance education.

**Methodology**

For the collection of data, the normative survey method was employed by the investigator. The total sample consists of 324 trainees who are pursuing B.Ed., through distance education in Tamil Nadu. The investigator adopted a simple random sampling technique to collect the data. Investigator has used the Leadership Effectiveness Scale (LES) by Dr. Haseen Taj to collect the data. The B.Ed., trainees' term-end test marks were collected and used as Academic Achievement scores. The 't-test and Karl Pearson's product-moment correlation were used to analyze the collected data.

**Data analysis**

**Table no.1 :** Relationship value between Leadership Quality and Academic Achievements of school teachers studying B.Ed., through Distance Education.

**Table 1**

Variable	Number	Df	Coefficient of Correlation	S
Leadership Quality and Academic Achievement	324	322	.136*	S

\*. Correlation is significant at the 0.05 level

Table no.1 shows that the calculated correlation coefficient value 0.136 is greater than the table value. Hence the null hypothesis is rejected. Therefore, it is concluded that there is a significant relationship between leadership quality and Academic Achievement of school teachers studying B.Ed., through distance education.

Table no. 2. Mean, SD and 't' values of Leadership Quality and Academic Achievement of schools teachers studying B.Ed., through distance education with respect to their Gender and Locality

**Table 2**

Variable	Sub variable	N	Mean	SD	t value	LS
Leadership Quality	Male	97	85.9485	9.69468	1.27	NS
	Female	227	87.3128	8.47087		
	Rural	210	86.3381	8.95683	1.564	NS
	Urban	114	87.9474	8.62579		
Academic Achievement	Male	97	18.5258	6.72696	5.064	S
	Female	227	23.6608	8.96426		
	Rural	210	22.3429	8.31708	0.617	NS
	Urban	114	21.7193	9.31789		

On comparing the Mean of Leadership quality scores significant differences are not observed in the sub-variables gender and locality as calculated 't' values are not significant whereas a significant difference was observed in the sub-variable gender of academic achievement. Therefore, there exists a significant difference in the academic achievement of B.Ed., trainees studying through distance education with respect to Gender.

**Table-3**  
**Df and ‘F’ values of Leadership Quality and Academic Achievement of schools teachers studying B.Ed., through distance education with respect to their type of schools**

Variable	Source of Variance	Sum of Squares	df	Mean Squares	F Value	LS
Leadership Quality	Between Groups	343.486	2	171.743	2.203	NS
	Within Groups	25022.548	321	77.952		
	Total	25366.034	323			
Academic Achievement	Between Groups	2109.763	2	1054.88	15.26	S
	Within Groups	22187.299	321	69.119		
	Total	24297.062	323			

The variable Academic achievement was found to have a significant mean difference at 0.05 level on Type of School for the respective F-value (15.262). Therefore it is concluded that there exists a significant difference in the Academic Achievement of B.Ed., trainees with respect to the Type of School.

#### Findings of the study

1. There exists a significant relationship between Leadership Quality and Academic Achievement among School teachers studying B.Ed., through Distance Education.
2. There exists a significant difference in Academic achievement with regard to the Gender of School teachers studying B.Ed., through Distance Education.
3. There exists a significant difference in Academic achievement with regard to the Type of School teachers studying B.Ed., through Distance Education.

#### Conclusion

Preparing teachers with leadership quality is highly required since this is the time to transform the status of a teacher from ‘just a teacher’ to an ‘effective teacher’ so that a knowledge-based society can be ensured. Future India is in the hands of teachers where they carry out their plan into action. This study brought out the relationship

between leadership quality and academic achievement which is evident that leadership quality is closely associated with academic achievement. Constant and continuous efforts of teachers like school teachers studying B.Ed., in distance mode also support to enhance their leadership quality.

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