



**ORIGINAL RESEARCH PAPER**

**Education**

**LEADERSHIP SKILLS OF THE PRINCIPALS OF TEACHER EDUCATION INSTITUTIONS IN WEST BENGAL WITH REFERENCE TO THEIR DIFFERENT AGE GROUPS**

**KEY WORDS:** Leadership skills, Teachers' Education Institution, Age groups, Academic Qualifications.

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**ABSTRACT**

The leadership skills of a principal play a very important role in the management of a college. The progress of a college very much depends on the leadership skills of the principal. The present paper is being aimed to measure the leadership quality of the principal of various colleges in West Bengal. The study was conducted on a sample of 300 Principal randomly selected from the 19 districts namely Purba Bardhaman, Paschim Bardhaman, Hooghly, Bankura, Purulia, Jhargram, Birbhum, Howrah, Kolkata, South 24 pgs, North 24 pgs, Murshidabad, Nadia, Purba Medinipur, Paschim Medinipur, Malda, Uttar dinajpur, Dakshin Dinajpur and Jalpaiguri. A tool with 77 items was used to do this research. There were eight types of dimension of leadership skills in this tool. These dimensions are 1. Dealing with student's 2. Time table 3. Class allotment 4. Dealing with non-teaching staff 5. Incidental issues 6. Dealing with teachers 7. Administrative work and 8. Academic calendar. This study focuses on the above mentioned eight dimensions of leadership skills. Four types of age groups have been adopted in this study. These are 1. Below 40 years age group, 2. 40 to 50 years age group, 3. 50 to 60 years age group, 4. Above 60 years age group.

**Introduction**

Leadership is a process, where an individual influences a group of people to achieve a common goal. It is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realise your own leadership potential. Leadership is a combination of strategy and character. Leadership is a very important issue in teachers' education institution. The head of a teachers' education institution is the principal. All the activities of a teachers' education institution are conducted with the help of the principal. The success of an institution very much depends on the success of an active principal. The principal is able to successfully run the institution with his leadership skills. At present there are 661 B. Ed and 651 D. Ed. colleges running in West Bengal. In most of these colleges, 100 students can get the opportunity to study. Some colleges have the facility to accommodate more than one hundred students. Some colleges have an intake capacity of 50 students. In many colleges of West Bengal M. Ed. or D. E. L. E. D. courses are taught as a composite course of B. Ed. Thus it is seen that there is a wide spread of teachers' education programme in West Bengal. Role of the principals is most important in making successful this huge education structure in West Bengal.

**Need of the Study**

College management has become an important issue in the current situation. It has become almost impossible to run an educational institution successfully without a skilled director. In this case, the director is the principal himself. So the success of an Educational institution depends entirely on the skill of the principal. At present all Teachers' Education Institution of India are under NCTE control. But it is not possible to control absolutely all the Teachers' Education Institutions in India for NCTE alone. In this case, the responsibility of the college principal is greatly increased. At present there are more private Teachers' Education Institutions than government Teachers' Education Institutions in West Bengal. It has become more difficult to control the educational institutions for the privatization of education. In this situation, the leadership skills of a principal can be an important factor in the management of a Teachers' Education Institution.

**Review of Related Literature**

**Kumaradas (2009)** conducted a study on the managerial skill of the principals of colleges of education as perceived by

teacher educators in Kerala state. The researcher found that there is significant correlation between managerial skills – benevolent autocracy dimension- and interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC, ST), Qualification (Required), Age (below 45 years), Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher and both).

**Vembu. A. (2000)** conducted a study on leadership behavior of polytechnic college principals in Tamilnadu. The researcher found that there were three main factors that cause the emergence of leadership. They are 1. Leader role dynamics 2. Organizing mechanism 3. Work and worker integration.

**Patil (2016)** conducted a study on leadership behaviour of principals and Organizational Commitment of teacher educators of colleges of education in relation to their perception of total quality management. From this study, the Researcher found that The dimension of organizational commitment that is, affective commitment of teacher educators of colleges of education and leadership behaviour of principals and its dimensions are dependent on each other.

**Statement of the Problem**

The problem selected for the present study is "Leadership Skills of the Principals of Teacher Education Institutions in West Bengal with Reference to Their Different Age Groups".

**Objectives of the Study:**

The following objective was set forth for the study. -

- 1. To compare the leadership skills of the principals working in Teachers' Education Institutions in respect of their different age groups.

**Hypotheses of the study**

The following hypothesis and Sub hypothesis were set forth for the study.

H<sub>0</sub>1: There is no significant difference in leadership skills among the principals with different age groups working in different Teachers' Education Institutions.

**Sub Hypothesis**

H<sub>0</sub>1a: There is no significant difference in leadership skills between the principal with below 40 years age groups and

principal with 40 to 50 years age groups.  
 H<sub>0</sub>1b: There is no significant difference in leadership skills between the principal with 40 to 50 years age groups and principal with 50 to 60 years age groups.  
 H<sub>0</sub>1c: There is no significant difference in leadership skills between the principal with 50 to 60 years age groups and principal with above 60 years age groups.  
 H<sub>0</sub>1d: There is no significant difference in leadership skills between the principal with below 40 years age groups and principal with above 60 years age groups.  
 H<sub>0</sub>1e: There is no significant difference in leadership skills between the principal with 40 to 50 years age groups and principal with above 60 years age groups.

**Definition of important terms used**

1. Leadership skills: - Here Leadership skills refer to those essential capabilities that determine the extent of the actualization of educational goals. Leadership skills include technical skills, human resource management skills, conceptual skills and academic management skills.
2. Principals: - In this Study principle means the head or the in charge of the teachers' Education institutions.
3. Teachers' Education Institution: - In this study 'Teachers' Education Institution' refers to B.Ed and D.Ed colleges only in this study.

**Variables of the Study**

The main dependent variable of the study was "Leadership Skills of the Principals Working in Teachers' Education Institutions of West Bengal". The independent variables of the study were 'Different age groups of the working principals.

**Method of the Study**

Descriptive survey method was used to conduct the study.

**Population of the study**

All the working principals of government and private Teachers' Education Institution in West Bengal.

**Sample of the study**

A total of 300 samples were taken randomly from 19 districts of West Bengal for the study. All the samples were divided into four age group categories. The names and numbers of the samples of these categories were respectively, 1. Bellow 40 age group – 163 principals, 2. 41 to 50 age group – 81 principals, 3. 51 to 60 age group – 38 principals, and 4. Above 60 age group – 18 principals.

**Tools**

A 5 point 'leadership skills inventory for the principal' was developed and standardized for the present study by the investigator. There were a total of 77 items and eight dimensions in the tool. The different dimensions of the tools are, 1. Dealing with student's 2. Time table 3. Class allotment 4. Dealing with non-teaching staff 5. Incidental issues 6. Dealing with teachers 7. Administrative work and 8. Academic calendar.

**Procedure**

The tool was administered to 300 Principals of the selected Teachers' Education Institution. Relevant instructions were given to the Principals requesting them to fill in the questionnaire with utmost care and sincerity. The filled in questionnaires were collected afterwards.

**Plan of action.-**

The study was carried out through the following steps-

1. Selection of Teacher Education Institutions
2. Selection of the Principals
3. Construction of tools
4. Validation of tools
5. Administration of tools
6. Collection of data
7. Analysis of data
8. Interpretation

**Statistical approaches of the study**

The following statistical approaches were used for the Analysis of data-

1. Mean
2. Standard Deviation
3. Critical ratio test (t)

**Analysis of Data and Interpretation**

**Analysis Pertaining to H<sub>0</sub>1**

**H<sub>0</sub>1a: There is no significant difference in leadership skills between the principal with below 40 years age groups and principal with 40 to 50 years age groups.**

Age group of the Principal	N	Mean	SD	SED	t TEST	Level of Significance
Bellow – 40 years	163	272.4724	20.7163	2.8032	9.20733	0.01
40 to 50 years	81	298.2839	20.4268			

Above table indicates that the value of 't' between the principal with bellow 40 years age group and the principal with 40 to 50 years age group is significant at 0.01 level. It means the principal with bellow 40 years age group and the principal with 40 to 50 years age group is differing significantly on the basis of their Leadership skills score.

**H<sub>0</sub>1b: There is no significant difference in leadership skills between the principal with 40 to 50 years age groups and the principal with 50 to 60 years age groups.**

Age group of the Principal	N	Mean	SD	SED	t TEST	Level of Significance
40 to 50 years	81	298.2839	20.4268	4.1232	1.3454	NS
50 to 60 years	38	292.7368	22.0989			

Above table indicates that the value of 't' between principal with 40 to 50 years age group and principal with 50 to 60 years age group is not significant at 0.05. It means the principal with 40 to 50 years age group and principal with 50 to 60 years age group is not differ significantly on the basis of their Leadership skills score.

**H<sub>0</sub>1c: There is no significant difference in leadership skills between the principal with 50 to 60 years age groups and principal with above 60 years age groups.**

Age group of the Principal	N	Mean	SD	SED	t TEST	Level of Significance
50 to 60 years	38	292.7368	22.0989	5.7841	0.3432	NS
Above 60 years	18	294.7222	15.3347			

Above table indicates that the value of 't' between principal with 50 to 60 years age group and principal with above 60 years age group is not significant at 0.05 level. It means the principal with 50 to 60 years age group and the principal with above 60 years age group is not differ significantly on the basis of their Leadership skills score.

**H<sub>0</sub>1d: There is no significant difference in leadership skills between the principal with below 40 years age groups and principal with above 60 years age groups.**

Age group of the Principal	N	Mean	SD	SED	t TEST	Level of Significance

Bellow – 40 years	163	272.4724	20.7163	5.0337	4.4201	0.01
Above 60 Years	18	294.7222	15.3347			

Above table indicates that the value of 't' between principal with bellow 40 years age group and principal with above 60 years age group is significant at 0.01 level. It means principal with bellow 40 years age group and the principal with above 60 years age group is differing significantly on the basis of their Leadership skills score.

**H<sub>0</sub>1e: There is no significant difference in leadership skills between the principal with 40 to 50 years age groups and principal with above 60 years age groups.**

Age group of the Principal	N	Mean	SD	SED	t TEST	Level of Significance
40 to 50 years	81	298.2839	20.4268	5.1151	0.6963	NS
Above 60 years	18	294.7222	15.3347			

Above table indicates that the value of 't' between principal with 40 to 50 years age group and principal with above 60 years age group is not significant at 0.05 level. It means the principal with 40 to 50 years age group and the principal with above 60 years age group is not differ significantly on the basis of their Leadership skills score.

**Findings of the study**

1. There was significant difference in leadership skills between the principal with age group bellow 40 years and the principal with age group 40 to 50 years. The Results indicates that the principal with 40 to 50 years age group have more high leadership skills than the principal with bellow 40 years age group.

2. It was found from the study that there is no significant difference in leadership skills between the principal with age group 40 to 50 years and the principal with age group 50 to 60 years. So the result says that the principal with 40 to 50 years age group and the principal with 50 to 60 years age group have same leadership skills.

3. There was no significant difference in leadership skills between the principal with 50 to 60 years age group and the principal with above 60 years age group. So the result says that the principal with 50 to 60 years age group and principal with above 60 years age group have same leadership skills.

4. There was significant difference in leadership skills between the principal with bellow 40 years age group and the principal with above 60 years age group. So the result says that the principal with above 60 years age group have more high leadership skills than the principal with bellow 40 years age group.

5. There was no significant difference in leadership skills between the principal with 40 to 50 years age group and the principal with above 60 years age group. It means the principal with 40 to 50 years age group and the principal with above 60 years age group have same leadership skills.

**Conclusion**

It has been observed that the age groups of the principal have a significant impact on the leadership skills of the principal. The result of the study says that the principals with 40 to 50 years age groups are more skillful than the principals groups. So, from these results it can be inferred that the principal with age group 40 to 50 years is the most efficient in the field of college leadership.

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