



LEADERSHIP BEHAVIORS OF B.ED. TRAINEE TEACHERS IN RELATION TO SELF CONFIDENCE

Bagyalakshmi. C, Research Scholar
Dr. Joseph Catherine, Principal
Stella Matutina College of Education
bagya665@gmail.com ; catherinejoseph2@gmail.com

Abstract

This study determines the Leadership Behaviours of B.Ed. Teacher trainees in relation to Self-Confidence in Teacher training colleges, Chennai. Teachers' perceptions of their school principals' leadership behaviour were measured by the Leadership Behavior Questionnaire and Self Confidence Questionnaire prepared by the investigator. The sample was collected from various teacher education colleges in Chennai. A Linear Regression analysis proved that there is a significantly positive relationship between the Leadership Behaviour and Self-Confidence of B.Ed. Teacher Trainees.

Keywords: B.Ed. Trainee Teachers; leadership; behavior; Self-Confidence.

1. Introduction

The perception of leadership dates back 5000 years to Egyptian pictograms in which the words (seshemu) "leader" and (seshement) "leadership" are used (Bass, 1990). For a long time, leaders were believed to be fortunate and honoured men, born to be leaders through the vision of their intelligence, the exquisiteness of their art, the competence of their leadership, and, most important, their divine inspiration. This was the assumption behind 'The Great Man Theory' (Burns, 1978).

The shift from developing teaching skills to developing leadership is a significant change from what teachers have historically experienced (Harris, 2003; Helterbran, 2010), and traditional school norms such as egalitarianism, seniority, and autonomy can affect teachers' response to teacher leadership (Weiner, 2011). Leadership can be cultivated from the beginning of teachers' careers (Hummel, 2009).

Self-confidence has been defined in several ways throughout the literature. These definitions generally involve belief in one's own abilities to perform (Bandura, 1977; Chemers, et al., 2000; Clark et al., 2008). The more generalised form of self-confidence, where there is a generalised belief in one's ability

1.2 Leadership behaviour and Self- Confidence

Self-Confidence is an amalgamation of intrinsic and extrinsic motivation of oneself. Research in the mid-twentieth century, on which this study is mainly based, has produced strong indications that school administrators are effective factors in teachers' extrinsic motivation and Self-Confidence (Brown, 1967; Fast, 1964; Greenfield, 1968; Keeler & Andrews, 1963; Seeman, 1957). According to Fast (1964) "consideration" and "initiation of structure" behaviors of Teacher trainees positively relate to satisfaction. Stromberg (1967) obtained a significant relationship between teachers' morale and the attitudes of Teacher trainees towards "consideration" and "initiation of structure".

Organizational literature has examined the role of self-confidence in supporting leadership ability in formal management roles. It has been found that good managers tend to have leadership ability as a consequence of strong self-efficacy (Beefink, Van Eerde, Rutte, and Bertrand, 2012; Schyns and Sczesny, 2010).

1.3 Purpose of the study

Based on research done in various contexts, the present study focuses on the leadership behaviors of school principals in relation to teacher Self-Confidence. It investigates the existence of a significant relationship between the perceived leadership behaviors of school principals and expressed Self-Confidence of the teachers. Social self-confidence, sometimes termed social self-efficacy, is a strong belief in one's ability to interact in social settings to build and/or maintain interpersonal ties (Bandura, 1993; Gecas, 1989; Paridon et al., 2006; Wright, 1975). People with low social self-confidence tend to be more susceptible to the influence of others (Gecas, 1989; Pool et al., 1998).

Higher levels of social self-confidence may lead a person to emerge as a natural leader with an ability to influence the decisions of others remains unexplored. It has been found that good managers tend to have leadership ability as a consequence of strong self-efficacy (Beefink, Van Eerde, Rutte, and Bertrand, 2012; Schyns and Sczesny, 2010)

The study aims at involving teacher trainees from various teacher education colleges in Chennai. The idea is to collect comprehensive data to be able to comment on the relationship between the leadership behaviors of teacher trainees on their Self-Confidence.

1.4 Research question

Is there a significant relationship between leadership behaviors of B.Ed. teacher trainees and Self-Confidence.

Hypothesis:

- H1:** There is no significant relationship between Overall leadership Behaviour and its dimensions namely interpersonal skill, computational skill and administrative skill, and Self-Confidence of B. Ed teacher trainees.
- H2:** There is no significant relationship between Leadership Behaviour and its dimensions namely Interpersonal Skill, Conceptual Skill, and Administrative Skill and Self Confidence among B. Ed teacher trainees

1.5 Method

A sample of 221 people was sourced from three different Teacher education colleges in Chennai. Participants were provided with the questionnaire prepared by the investigator to examine their leadership behavior and self-confidence. The sample comprised 150 female teacher trainees and 71 male teacher trainees. The survey instrument consisted of several multi-item measures along with demographic questions intended to allow the assessment of sample quality. The questionnaire prepared by the investigator to measure Leadership behaviour (45 Questions) consists of three dimensions namely Interpersonal Skill, Conceptual Skill, and Administrative Skill and Self-Confidence (45 Questions) All items are measured on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree.

Procedure

Participants were approached online (Google Forms). Once they had accepted the invitation to participate, they completed the multi-item measures and demographic questions. Upon completing, Participants were prohibited from completing the survey more than once. The data obtained was decoded and subjected to statistical analysis using SPSS. Correlation was utilized to identify the relationship between Leadership behaviour and Self-confidence. Regression was performed to identify the level of the prediction made by leadership behaviour on the self-confidence of teacher trainees.

Findings

H1: There is no significant relationship between Overall leadership Behaviour and its dimensions namely interpersonal skill, computational skill and administrative skill, and Self-Confidence of B. Ed teacher trainees.

Table 4.4

Variables	Inter Personal Skill	Conceptual Skill	Administrative Skill	Overall Leadership Behaviour	Overall Self Confidence
Inter Personal Skill	1	0.479**	0.853**	0.893**	0.462**
Conceptual Skill	0.479**	1	0.558**	0.766**	0.534**
Administrative Skill	0.853**	0.558**	1	0.942**	0.512**
Overall Leadership Behaviour	0.893**	0.766**	0.942**	1	0.577**
Overall Self Confidence	0.462**	0.534**	0.512**	0.577**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the inter-correlation analysis presented in table 1 show that there is a positive correlation between the variables Overall leadership Behaviour, its dimensions namely interpersonal skill, computational skill and administrative skill, and Self-Confidence of B. Ed teacher trainees. The variable Overall Leadership behaviour has a significant positive relationship with self-confidence ($r=0.577$, $p<0.01$) indicating that variables namely, overall leadership behaviour and self-confidence are significantly related to each other.

H2: There is no significant relationship between Leadership Behaviour and its dimensions namely Interpersonal Skill, Conceptual Skill, Administrative Skill, and Self Confidence among B. Ed teacher trainees

Table 2.1 (a)

Table showing the regression for Overall leadership behaviour and self-confidence within the entire sample.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.651 ^a	0.424	0.423	16.158

a. Predictors: (Constant), Overall Self Confidence

Table 2.2 (b)

Table of ANOVA testing the significance of the regression between Overall leadership behaviour with self-confidence

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	225654.313	2	112827.156	432.139	0.000 ^b
	Residual	306258.613	1173	261.090		
	Total	531912.925	1175			

a. Dependent Variable: Overall Self-Confidence

b. Predictors: (Constant), Overall Leadership Behaviour

Table 2.3 (c)

Table showing the significance of coefficients in the regression equation.

Model	Unstandardized Coefficients		Standardized Coefficients	t-Value	Sig.
	B	Std. Error	Beta		
(Constant)	44.232	4.601		9.613	P<0.01
Overall Leadership Behaviour	0.453	0.028	0.407	16.036	P<0.01

a. Dependent Variable: Self Confidence

The Regression “R” value is 0.651 and the F test (F = 432.139) is significant at (p<0.01). The variable Leadership Behaviour explains 42% (R square = 0.424) of the variance in self-confidence. The table of co-efficient also indicates that the coefficient of the independent variable is significant at (p<.01) pointing out a positive relationship with self-confidence. Leadership Behaviour (Beta 0.407) seems to play a vital role in predicting the Self-Confidence of B.Ed teacher trainees.

The following regression equation has been formed to predict tested self-confidence in terms of the variable leadership behaviour.

$$Y = 44.232 + 0.453X_1 \text{ where } Y = \text{Self Confidence, } X_1 = \text{Leadership Behaviour}$$

Recommendations

The following recommendations can be made based on the findings of this study:

1. The findings of this study should be used in the selection, training and appointment of B.Ed Teacher Trainees because awareness of teachers’ perceptions and expectations could lead to better school administration and effective education.
2. Findings of this study should be made available to authorities responsible for making educational policies and/or designing staff training and development programs;
3. Educational policymakers should offer pre-service training that focuses on the all-around aspect of an effective teacher.

Conclusion

The teaching profession is the most important profession as it molds all other professions and plays a significant role in the developmental process of the future generation. Hence, the teacher training program needs to focus on the development of leadership qualities and self-confidence of the student teachers in order to prepare them as global teachers.

References:

- Allegre, E.N. (1994). *Pinoy na pinoy! Essays on national culture*. Metro Manila, Philippines: Anvil.
- Andreas, T.D. & Ilada-Andreas, P.B. (1987). *Understanding Filipino values: A management approach*. Quezon City, Philippines: New Day Publishers.
- Argyris, C. (1964). *Integrating the individual and the organization*. New York: Wiley.
- Bare-Oldham, K. (1998). *An examination of the perceived leadership behaviors of Kentucky public school principals as determinants of teacher Self-Confidence*”. Unpublished Doctoral Dissertation, West Virginia University.
- Bass, B.M. (Ed.) (1990). *Bass & Stogdill’s handbook of leadership: Theory, Research, and Managerial Applications*. New York: The Free Press.
- Bergen, H.B. (April, 1939). *Finding out what employees are thinking*. *Conference Board Management Record*, 53-58.
- Blake, R.R. & Mouton, J.S. (1964). *The managerial grid*. Houston, TX: Gulf Publishing Company.
- Blake, R.R. & Mouton, J.S. (1982). *Management by grid principles or situationism: Which? Group and Organization Studies*, 7, 207-210
- Blake, R.R. & Mouton, J.S. (1994). *The managerial grid: leadership behaviors for achieving production through people*. Huston: Gulf.
- Brown, A.F. (1967). *Reactions to leadership*. *Educational Administration Quarterly*, 3, 62-73.
- Burns, J.M. (1978). *Leadership*. NewYork: Harper & Row.

- Cherniss, C.(1998). Social and emotional learning for leaders. *Educational Leadership*, vol. 55, no. 7, pp 26-28.
- David, M.A.M. (1990). "Factors affecting the organizational and occupational commitment of lay teachers of the RUM schools in the Philippines". Unpublished Doctoral Dissertation, College of Education, University of Philippines.
- Drysdale, L., Ford, P., Gurr, D. & Swann, R. (2003). *Successful School Leadership: an Australian perspective*. Retrieved November 24, 2005 from www.acer.org.au
- Everett, G.L. (1987). A study of the relationship between the principals' leadership behavior and the level of motivation of the teaching staff. Unpublished Doctoral Dissertation, Tennessee State University.
- Everett, G.L. (1991). Teacher attitudinal commitment: A function of the school, the teacher, and the principal's leadership. [CD-ROM]. Abstract From Pro-quest File: Dissertation Abstracts International, item: 52/08.
- Fast, R.G. (1964). "Leader behavior of principals as it relates to teacher satisfaction". Masters' Thesis, University of Alberta, Edmonton.
- Fjelstad, N.L. (1990). Superintendent leadership behavior and its relationship to trust and commitment of Wisconsin principals. [CD-ROM] Abstract from: Pro-Quest Dissertation Abstracts International, item, 52/03.
- Fleishman, E.A., Harris, E.F. & Burt, H.E. (1955). *Leadership and supervision in industry*. Columbus: Ohio State University Press.
- Fowler, W.J. (1991). What are the characteristics of principals identified as effective by teachers? (ERIC Document Reproduction Service, ED 347695).
- Gardner, J.W. (1986). *The task of leadership (Leadership Paper No.2)* Washington D.C.: Independent Sector.
- Greenfield, T.B. (1968). Research on Behavior of Educational Leaders: Critique of Tradition. *Alberta Journal of Educational Research*. 14, 55-76.
- Halpin, A.W. (1959). *The leadership behavior of school superintendents*. Chicago: Midwest Administration Center, The University of Chicago.
- Halpin, A.W. (1966). *Theory and research in administration*. New York: Macmillan.
- Hersey, P., & Blanchard, K.H. (1977). *The management of organizational behavior*, 4th ed., Englewood cliffs, NJ: Prentice Hall.
- Houser, J.D. (1927). *What the Employer Thinks*. Cambridge, MA: Harvard University Press.
- John, M.C., & Taylor, J.W. (Apr. 1999). Leadership Behavior, School Climate, and the Institutional Commitment of Teachers. *INFO*, 25-57.
- Hudson, Betsy. (2007). Increasing employee satisfaction. *Winning Ways*. March 2007, Vol.5, No.3. Retrieved on Nov. 27, 2008, www.winningwaysinc.com/newsletters/WW/2007/March.pdf
- Joyce, B & Showers, B. (1983). *Power in staff development through research in training*. Alexandria, Virginia, ASCD
- Keeler, B.T. & Andrews, J.H.M. (1963). Leader Behavior of Principals, Staff Morale, and Productivity. *Alberta Journal of Educational Research*, 9, 179-191.
- Klawitter, P.A. (1985). "The relationship between principals leadership behavior and teacher Self-Confidence". (Doctoral Dissertation, West Virginia University).
- Knowles, M.S. (1984). *The Modern Practice of adult education: From pedagogy to andragogy*. Englewood Cliffs: Prentice Hall Regents.
- Kornhouser, A.W. & Sharp, A.A. (1932). Employee Attitudes. *Personnel Journal*, 10, 393-404.
- Likert, R. (1961). An emerging theory of organizations, leadership and management, in: L. Petrullo & B.M. Bass (Eds) *Leadership and inter- personal behavior*. New York: Holt, Reinhart, & Winston.
- Lepper, M.R. & Henderlong, J. (2000). The role of interest in learning and self-regulation: "intrinsic" versus "extrinsic" motivation reconsidered, in: Sansone, C. & Harackiewicz (Eds) *Intrinsic and extrinsic motivation: The search for optimal motivation*. New York: Academic Press.. Lunenburg, F.C. & Ornstein,

- A. C. (2000). Educational administration: Concepts and practices. Belmont, CA: Wadsworth
- Maslow, A.H. (1954). Motivation and Personality. New York: Harper.
- Mayo, E. (1933). The human problems of industrial civilization. New York: McMillan.
- McGregor, D. (1960). The Human Side of Enterprise. New York: McGraw Hill.
- McGregor, D. (1966). Leadership and motivation. Cambridge, MA: M.I.T. Press.
- McGregor, D. (1967). The professional manager. New York: McGraw-Hill
- Murphy, A. J. (1941). A study of the leadership process. American Social Review, 6, 674-687.
- Nunnally, J.C. (1978). Psychometric theory, (2nd Ed). New York: McGraw-Hill.
- Reyes, P. & Shin, H.S. (January, 1995). Teacher commitment and Self-Confidence: A casual analysis. Journal of School Leadership, 5, 22-39.
- Scott, C., Cox, S. & Dinham, S. (1998). An English study of teacher Self-Confidence, motivation and health. American Educational Research Association Conference, San Diego.
- Seeman, M. (1957). A comparison of general and specific leader behavior descriptions, in: R.M. Stogdill & E.A. Coons (Eds) Leader Behavior: Its Description and Measurement. Columbus: Ohio State University, Bureau of Business Research.
- Shartle, C.L. (1950). Studies of Leadership by Interdisciplinary Method, in: A.G. Grace (Ed). Leadership in American Education. Chicago: University of Chicago Press.
- Sinclair, K., Turney, C., Laws, K., & Smith, D. (1992). The school manager. Morale, satisfaction and stress in schools. Allen and Unwin. Form: <http://www.2.edfac.edu.au/LocalResource/Study/sinclairmorale/SINCLAIR.HTML>
- Stogdill, R.M. (1948). Personal Factors Associated with Leadership: A Survey of the Literature. Journal of Psychology, 25, 276-286.
- Stogdill, R.M., & Coons, A.E. (1957). Leader Behavior: Its Description and Measurement. Columbus: Ohio State University, Bureau of Business.
- Stromberg, R.P. (1967). Value orientation and leadership behavior of school principals. Dissertation Abstracts, 27, 2811.

Catherine

Principal
Stella Malutina College
of Education
Ashok Nagar
Chennai - 600 083.