

**A STUDY ON LEADERSHIP QUALITIES OF JUNIOR INTERMEDIATE STUDENTS****Dr. G. Showrilu<sup>1</sup>, Mridul Pathak<sup>2</sup>**<sup>1</sup>Assistant Professor, St. Paul's College of Education, Giddualur, Prakasam District, Andhra Pradesh, India.<sup>2</sup>M. Ed Student, St. Paul's College of Education, Giddualur. Prakasam District, Andhra Pradesh, India.DOI: <https://www.doi.org/10.58257/IJPREMS33579>**ABSTRACT**

The importance of leadership cannot be overstated in an environment where the goal is that every student will achieve at high levels. In effective educational environment, leadership capacity is developed and supported at every level. Teacher's development is another aspect of leadership. The Leadership strategy is a powerful way to help administrators and teachers embed new skills and strategies in their daily work. In building a "good school" the single most important factor is effective leadership. In the present study researchers want to find out factors which improve and affect leadership quality in secondary school teachers, and improvement in secondary schools by good leadership.

**Key Words:** Leadership Qualities, Intermediate Students**1. INTRODUCTION**

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task". The basic nature and quality of Leadership is Effective personality, Ideal character, Professional and Academic knowledge, Toleration and adjustment, Knowledge of Institutional planning, and unprejudiced attitude Expertness in human relationship, ability of speech and writing, ability of responsibility and Initiation, Self confidence and cooperation. The different associations roots of the educational leadership i. e. the Minister of Education, Vice Chancellors of universities, heads institutions, administrators, principals of secondary and primary schools, supervisors and of course teachers and students who are responsible for a good and efficient system of education and institutional development. A report from McKinsey and Company (Barber et al, 2010) points out that not only the role of school leadership is important, it is becoming more critical as the international trend towards devolution of school management to the school level, and the evidence that this is increasingly more important to the success of the system, it becomes widely accepted. In addition, schools in themselves are becoming more complex, with effective leadership required to ensure young people acquire the skills and knowledge needed in the 21st Century.

A recent RAND Corporation report found that nearly 60% of a school's impact on student achievement is attributable to leadership and teacher effectiveness, with principals accounting for 25% of a school's total impact on achievement. Furthermore the report found that, while effective teachers have a profound effect on student outcomes, this effect soon fades when the student moves on to another teacher, unless the new teacher is equally effective (New Leaders for New Schools, 2009). In order to have high-quality learning every year, whole schools must be high functioning, and this means they must be led by effective principals. Leadership.

Leadership is an activity of influencing people to strive willingly for group objectives and influence people to fellow 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 towards 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. Educational leadership has been studied primarily from the perspective of what teachers need to do to be more like positional leaders. Classroom-based, student-focused leadership must be legitimized as central to teacher professional identity and foundational to the development of strong schools.

Good leaders are made, not born. Leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leadership implies not only willingness to work with zeal and confidence.

There are certain basic qualities or characteristics that most people associate with leadership. Some of these include self-reliant, independent, assertive, risk taker, dominant, ambitious, and self sufficient. Most Leadership Quality and academic achievement of college students in Coimbatore District. A sample of 80 students was people would agree that people who posses these attributes are often labelled as "leaders". Effective leadership can be categorized in the following way. An effective leader is someone who motivates a person or a group to accomplish more than they would have otherwise accomplished without that leader's involvement. We can liken this to the sporting arena where a team is comprised of individual players; each with certain skills, but the team is honed into a finely tuned instrument by virtue of the coach orchestrating them into a cohesive unit. In this manner, and only with the proper motivation and

care, will this group of individuals get into a team and accomplish more together than they ever could on their own merits.

Dwelling on the qualities of leadership. Dr. A.P.J. Abdul Kalam the former Principal to the Government of India and now the President of India, says "it does not matter whether you are a manager, a teacher, or a nation builder, you must possess leadership qualities." He continues to comment on the topic that 'a true leader takes the blame for failure while attributing success to his team'. According to him, an inevitable trait that must be possessed by any leader is 'integrity'. About this trait he had this to say - "if you have integrity nothing else matters, if you don't have integrity nothing else matters"

According to Major General Virendra Singh the basic essential characteristics of a leader are: of leadership characteristics are written examinations. Psychological tests and personal interviews. Leadership qualities should be developed in , right from infancy through school and college to on the job training professional knowledge, organising and influencing ability and moral courage. The most popular methods used in identification in later life. (Empirical)

#### **Need of the Study:**

Teachers have various levels of school leadership qualities. Some are learned and some are inherent part of their personality. Great teachers possess a combination of leadership qualities that are respected by the students, parents, peers and the community. They can accomplish important tasks and do wonders in their profession and the people they touch through it. Research demonstrates that the most important school-based factors influencing student achievement is the quality of a school's workforce—the teachers and leaders who are responsible for setting high expectations and delivering top quality instruction. Teachers and school leaders are fundamental for closing the achievement gap and for turning around low-performing schools. Further, investments in the educator workforce comprise the largest share of education budgets. Three fourth of educational money is invested in human capital. Improving the return on those investments is critical for improving achievement overall. Teachers work most closely with students, yet it is still invisible in many studies of school organizations and school reform in spite of the rhetoric about the essential role of their leadership. The influence of teachers' race, gender, and class on their own and others' perceptions of their leadership capacity is not well understood. Until teachers' beliefs about the primacy of teaching within teacher leadership are respected and clearly portrayed, a key dimension of school reform will continue to be overlooked. Today's school leaders are responsible for demonstrating bottom-line results for all students, and teachers are under increasing pressure to demonstrate results within their classrooms. However, research indicates that teachers and principals do not feel well prepared or sufficiently supported for the work they do. Surveys find that teachers and principals feel their preparation programs left them unprepared for the real challenges they face; professional development is inadequate; time and support for collaboration with their peers is lacking; and career advancement opportunities are limited. They understand educational change because they are accomplished teachers themselves. We need candidates who can both inspire and manage and who understand how education policy and curriculum change impact their people. Great school leaders empower both their teachers and their students. So, there is a need to find out qualities of Leadership in respect of secondary schools because it is important for educational development, social change and Continuous progress in educational standards. The present paper ponders mainly on the features which contribute to the improvement of leadership in secondary schools. It also gives attention to factors which affect leadership in secondary schools. Moreover, it lays emphasis on improvement in secondary schools by good leadership.

## **2. CONCLUSION**

The most outstanding characteristics of any research are that it brings certain outcome and implication. Results of the present study have vital implications in relation to characteristics of leaders, factors affecting leadership and improvement in institution by good leadership. As we need good leaders in every sphere of life i.e. family, school, industry, and nation. The destiny of a nation, family, industry, school and class depends upon a wise and effective leader. It is in the hands of the leaders to raise the commanding arena to a first rate under their worthy leadership or they may lead it to disaster. The present paper concentrates mainly on the characteristics and factors which contribute to the improvement of leadership as effective personality, education, good planning, self independence, balanced nature, communication skill , resourcefulness, positive attitude , ideal character , and good behavior. It also concentrates on factors which affect leadership as institutional jealousy, flexibility in behavior, and heredity. Besides this, it throws light on improvement in institution by good leadership as social equality & impartiality, rule & regulation, good physical & psychological environment, helping attitude, feeling of cooperation, problem solving ability, and facility of research.

## **3. REFERENCES**

- [1] Aggarwal, J.J., (1975). "Educational Research on Introduction" Arya Book Depot, 2nd Edition.

- 
- [2] Best, J.W. and Kahn, J.V. (1989).Research in Education, New Delhi, Prentice-hall of India Pvt. Ltd .
- [3] Lambert, Linda (2003) Leadership Redefined: An Evocative Context for Teacher Leadership; School Leadership and Management, Vol.23, No.4, pp.421-430,Nov.2003.
- [4] Walia, J.S. (2010) Foundation of Educational Psychology, Ahim Paul Publishers, N.N.11, Gopal Nagar, Jalandar City (Punjab)
- [5] [http://en.wikipedia.org/wiki/Educational\\_leadership](http://en.wikipedia.org/wiki/Educational_leadership) /Educational Leadership Wikipedia, the free encyclopedia.
- [6] <http://www.dec.nsw.gov.au/about-us/careers-centre/schoolcareers/leadership-roles> Leadership roles / NSW Department of Education &Communities.