

## Quality Leadership in Teacher Education

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### Abstract

Quality leadership as a quality can be developed, initiated and nurtured. Awareness building about leadership is essential in the age of information communication technology.

In this paper initially the term quality leadership is discussed in the context of globalization that quality leadership is how to administer, manage and lead knowledge workers effectively. The theories for how to become an effective and quality leader is given in brief.

In this paper I propose to touch the different principles of quality leadership and qualities of quality leadership in teacher education. Means the leader should able to analyze the situation, take correct actions and move on to the next challenges of educational institutions.

Finally, the required skills for becoming a quality leader in teacher education are mentioned briefly.

**KEYWORDS:** Quality leadership, teacher education, principles of quality education, skills

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### Introduction

Quality and effective leadership is that behavior of an individual which initiates a new structure in interactions within a social system. Quality leadership initiates the change goals, objectives, configuration, procedures, inputs, processes and ultimately the outputs of social systems. The leadership should always be dynamic since it involves social system in action and interaction. It is the activity of influencing the peoples within and outside the system.

As teacher education is concerned the behavior of leader reflects on the reactions among the team members that ultimately reflected in the teaching-learning environment in the classes. Due to this the understanding the meaning of quality leadership, principles, qualities and required skills of quality leadership is essential.

### Quality Leadership

In the context of education the term leadership pointed towards the person who holds a managerial position such as the Principal of a College or Institute and the head of the department. Leadership means a functional relationship among the members of a College in which the leader is important because he/she has having a position due to his or her active involvement and sincere participation.

Educational leadership means to know how to administer, manage and lead knowledge workers, how to create virtual learning, how to tackle different and cultural issues, how to generate wealth, how to develop faculty competency, how to achieve the goals of education, how to attain the vision and mission of the college etc.

Leadership in the context of total quality management as providing and driving the vision of the institution. TQM draws a sharp distinction between leading, managing, administering. It has the competencies like vision, creativity, empowerment, managing changes and sensitivity.

More effective leaders has sense of responsibility, concern for task completion energy, persistence, risk taking responsibility, self confidence, the capacity to handle stress, the capacity to co-ordinate the efforts of others in the achievement of purpose.

Moreover, leadership is which a leader influences others to attain the goals and directs the institute in a way that make it more cohesive and coherent. Leader's carryout this process by applying their leadership attributes such as beliefs, values, ethics, character, knowledge and skills.

The basics of quality leadership are honorable character and selfless service to institution. It mainly concentrates on what they are, what they know and what they do for achieving the goals.

According to Bass theory (1989) of leadership that there are three basic ways to explain how people become leaders.

1. Trait Theory: Some personality traits may lead people naturally into leadership roles.
2. Great Events Theory: Vital events may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person.
3. Transformational Leadership Theory: People can choose to become leaders, peoples can develop leadership skills.

Self-serving leaders are not as effective because their team only obey them but not follow them. People generally want to be guided by those they respect and who have a clear sense of direction. A sense of direction is achieved by conveying a strong vision of the future. i.e. the leader must be trust worthy and should be able to communicate a vision of where the institute needs to go.

### **Principles of Quality Leadership**

The U.S. Army (1973) has given the following eleven principles of Leadership

1. Know yourself and seek self improvement
2. Be technically proficient
3. Seek responsibility and take responsibility for your actions
4. Make sound and timely decisions
5. Set the examples
6. Know your each member of team and look for their well being
7. Keep your workers informed
8. Develop a sense of responsibility in your workers
9. Ensure that tasks are understood, supervised and accomplished
10. Train as a team
11. Use the full capabilities of your Institution

To know yourself you have to understand your be, know, and do attributes. Seeking self improvement means continuously strengthening your attributes. This can be possible by self study, reflection and interacting with others.

As an educational leader, you must know your job and should have familiar with your team tasks.

Search for the different and proper ways to guide your Institution to attain new heights. But when things go wrong then do not blame others. Try to analyze the situation, take correct action and move on to the next challenge.

Analyze use good problem solving, decision making and planning tools.

The team members not interested only to hear what they are expected to do but also to see. Therefore the leader should be a good role model for their teams.

Leader should know the attributes and human nature of each member and should have given the priority for the well being of each team member.

Know how to communicate with seniors, juniors and other key peoples.

Help to develop good character traits that will help them to carry out their professional responsibilities.

For understanding, supervising and accomplishing the task, the communication plays a key role.

Although many leaders called their Institution, department, section etc. as a team. Leader should develop team spirit among the each member to perform the task effectively and punctually.

By developing a team spirit, you will be able to employ your Institution, department, section etc. to its fullest capabilities.

From these principles, it is concluded that the leader should analyze the situation, take correct actions and move on to the next challenges. Timely decisions should be made by the Principals for the benefit of the institution. Principal should have the ability to know the nature of his or her team and know to use their skills for making them work. Principal also have the ability to communicate with his or her staff efficiently.

A Principal should have the ability to develop a team spirit so that he or she may know his institution, department, section etc. to its fullest capabilities. This is possible only if he or she has good essential qualities within himself or herself which are necessary for running an academic institution.

### **Qualities of Quality Leadership in Teacher Education**

Fountainhead of any educational institution is a Principal. Principal is also the bone and efficiency of an institution. The reputation and status largely depends upon principal's ability and skill, personality and professional competence. The success of an educational institution depends upon the efficiency, resourcefulness and certain leadership attributes of the principal.

Successful leader is one who needs to develop the qualities of a leader and this is only possible if the principal has the ability to lead other people. Some important qualities of quality leader in teacher training are.



Integrity is the ideas that leader should be a kind of person on which everyone can trust and the leader should always strive to do things that he or she is proud to explain to anyone.

Leader should have a best grasping power of basics and the key details of the area in which they have to work, means it should have the ability to give proper guidance to their staff academically.

The leader should not constantly change his or her mind and direction. Due to lack of consistency in mind, the team members will feel uncertain about their future and eventually they will be confused regarding with their work.

One of the greatest failures of an institution is that the leader is not able to admit his or her mistakes. Leader must be able to accept his or her mistakes and this will definitely help him or her to accelerate his or her success.

A good leader should always be ready to listen to other members and should be able to deal with contradictions.

Decisiveness is the ability of the leader to make decisions quickly based on their learning. If sometimes the decisions may be wrong but the leader should have an attitude to learn from such an experiences.

Firstly the leader should believe in yourself. Due to this attitude leader will display a burning passion for his or her idea that will encourage others to follow him or her.

The leader should have the qualities of an efficient and quality leader. It should be capable to lead the institution as well as society. He or she should be capable for maintaining the discipline of the institution. He or she should also have a sympathetic attitude towards his or her students and all staff members.

Leader should have the quality of an efficient speaker also. Unless the leader himself or herself is very conscious of his or her duties and discharges them successfully, he or she can't expect all his or her staff members and students to be alive for their duties.

To run any academic institution efficiently the leader should try to develop above mentioned all qualities.

#### **Skills required for teacher training institution as a leader**

1. Wide educational experience
2. Understanding group dynamics and able to facilitate team work
3. Knowledge of teacher training institutes subject matter
4. Rapport building
5. Always patience, never critical, very enthusiastic
6. Initiative in statutory activities
7. Challenge in a positive way
8. Confidence building
9. Diagnosing individuals
10. Demonstration, modeling new behavior in classroom or meetings
11. Managing, controlling, coordinating activities, time, and people to have direct influence on others
12. Diagnosing Institution
13. Accept and directs the ideas of staff
14. Provides the information precisely and accurately to all

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