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Leadership Behavior of Teachers

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KEYWORDS :

Education is one of the factors affecting growth of an individual. Today education is seen as a series of teaching, thinking, learning experiences, which serve to change student's behavior in a specified desired manner. The progress and property of a country depends upon the quality of its citizens. The critical measure of the quality of its citizens is the quality education provided to them. The quality education provided to them. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement.

Role of the Teacher

The teacher is one who teaches. The word teach is derived from the Anglo Saxon word "Taecon" meaning 'to impart', 'to instruct', 'to train', 'to make aware of.' In other words he is a person who has knowledge in any field and tries to pass on his/her acquired and accumulated knowledge to any person, who is ignorant about that kind of knowledge and needs that knowledge.

The teacher acts as the pivot for the transmission of intellectual and technical skills from generation. From the philosopher to layman everyone eulogizes the teacher as the mason who builds the fabric of society, the students being the bricks and mortar of the future. From the earliest times teachers have had a hazardous and onerous task to perform, to mold the body, mind and soul. A teacher is no longer viewed as the transmitter of knowledge or dispenser of wisdom, but as a diagnostician, guide, assistant whenever appropriate-encourager, stimulator, promoter and an interactive participant in the education process. A teacher walks on a tight rope between the reality of today and the anticipation of tomorrow and the distant future. Therefore the role of a teacher has to take on new dimensions.

Teacher in 21st Century

The traditional role of a teacher as imparting knowledge to student to sustain and develop life has been gradually changed. Schools are now expected to perform the role of socializing and educating children according to multicultural globalized society. In today's situation possession of simple factual information to transact curriculum is not enough. Content matter and assessment practices are upgraded and there are specialized challenges for teachers and students. In addition to the traditional roles of instruction, socialized challenges for teachers and students. In addition to the traditional roles of instruction, socialization and evaluation, now the teacher has to perform a number of managerial functions in several areas. The leadership ability and leadership values of the teacher determine in large measure what transpires in a school, promotes, nourishes or impedes and diminishes student's academic success.

The teacher should be the manager of the teaching-learning process. The teacher of the 21st Century has to plan, organize, lead and control the effects of all the available new material resources and variables involved in the process of teaching-learning, in such a way as to achieve stated teaching-learning objectives with maximum efficiency and effectiveness. A good teacher is one who has commitment and vision to find a way or make a way. Touching more lives, affecting outcome of so many futures, a teacher is the epitome of a leader. As the proverb goes 'so is the larder as is the followers, so is the teacher as is the learners."

Meaning of Leadership

Any organization consists of a set of people involved with different positions, roles and responsibilities working for the attainment of the pre-defined goals. There is a need for an individual who can monitor the system, guide personnel, plan organize and lead the organizational activities towards a sustainable development by achieving goals. Such an individual can be called a leader and the quality he possesses to lead people is leadership. (Madhavi, 2007). Leadership is an interactive conversation that pulls people towards becoming comfortable with the language of personal responsibility and commitment. Everyone can learn to lead by discovering the power that lies within each one of us to make a difference and being prepared when the call to lead comes. (Warren Bennis, 2004)

Interest in identifying and nurturing leadership potential dates bake to the time of Aristotle and Plato. Leadership is the ability to influence the activities of individual or group towards the achievement of a goal. (Addison, 1984). George R. Terry has defined leadership as an activity of influencing people to strive willingly for group objectives. In the light of this definition an educational leader is one who makes willingly all efforts at achieving institutional goals by influencing and making others strive for the same.

Teacher as a Leader

Leaders are lifelong learners. This is not news but a fact of life in leadership. The fact that leaders are also teachers may be a new idea to some. Socrates. Guru Nanak, Kabir, Aristotle, Mahatma Gandhi, Vivekananda, Radhakrishnen, etc were great teachers and they were great leaders too. Following are the points which the great teachers do that one should do in the role as a leader:

- **Students Take Risks When Teachers Create A Safe Environment:** Leaders develop risk taking behavior and challenge the risks, involve in it, shape it and achieve in it. Learning requires vulnerability, say Michele Forman, the 2001 National Teacher of the Year. Students have to acknowledge what they don't know, take risks, and re-think what they thought they knew. That can be an uncomfortable or even scary situation for anyone.
- **Great Teachers Exude Passion As Well As Purpose:** The difference between a good teacher and a great one isn't expertise. It comes down to passion-passion for the material, passion for teaching. If the teacher has it, the students will most likely catch it.
- **Keep It Clear Even If you can't Keep It Simple:** One of the chief attributes of a great teacher is the ability to break down complex ideas and make them understandable. "Whether you're talking about Wall Street, partners, customers, or employees, people must understand the organization's story-where it's headed, why you're making these changes, how you work, and how you think. That's why teaching is important."
- **Practice Vulnerability Without Sacrificing Credibility:** To some people, being a teacher or a leader means appearing as though you have all the answers. Any sign of vulnerability or ignorance is seen as a sign of weakness. Sometimes the best answer a teacher can give is "I don't know." Instead of losing credibility, the teacher gains students' trust, and that trust is the basis of a productive relationship. "The people with whom we have the deepest connections are those who acknowledging what you don't know show that you are still learning, that the teacher is in fact, still a student. For the leader of an organization, this is a delicate balancing act.
- **Teach From The Heart:** The best teaching is not formulae; it's personal. The act of teaching requires the courage's to explore one's sense of identity. "If you don't fully know yourself," Palmer says, "You can't fully know your students, and therefore, you can't connect with them."
- **You're not Passing Out Information. You're Teaching Peo-**

ple How To Think: The best instructors are less interested in the answers than the thinking behind them. Noel Tichy says "The best teaching leaders help people learn how to think on their own rather than telling them what to think.

Teacher Leadership for Quality Education

Quality education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. The traditional perspective of school management has now been changed. The collaborative and team approaches to school management are dominating in which there is total involvement of the people in the process of decision making and its implementation. Therefore there is a need to develop leadership qualities among all especially the teachers who are the potential contributors for school effectiveness. (Madhavi, 2007). The expected leadership qualities are, the following:

- The teacher has to exercise his managerial obligations and authority and take along with him a group of learners by making optimal use of the available resources for the realization of the stated teaching-learning objectives. In doing so the teacher has to play sometime an authoritarian role and at other times a democratic leader's role.
- The teacher must help pupils develop the capacity to respond to changing conditions and then support and guide them all through the change process. The goal is to create a permanent capacity for change through organizational learning and collective leadership.
- Being a leader the teacher has to maintain perfect interaction to maintain perfect interaction with the students in all situations as the teacher himself or herself is responsible for the proper management of all the activities related to the process of teaching-learning.
- The teacher should possess effective communication skills to transact communication effectively.
- A leader is a knower of recent initiatives. As a leader of the initiatives. As a leader of the 21st century, the teacher should be aware of the latest innovations, researches and experiences in the field of education.
- A leader is a conflict resolver. Teacher as a leader has to create a congenial environment giving least chances to internal conflicts among the colleagues as well as the students. He must lead the efforts of the students and resources for achieving the stipulated objectives.

Development of Leadership

Leadership development is not an event. It is a process f participating in respectful conversation s where the leader recognizes his or her own feelings and those of others in building safe and trusting relationships. Leadership development is self-development is self-development. The crux of leadership development that works is self-directed learning: intentionally developing or strengthening an aspect of who you are or who you want to be, or both." (Daniel Goleman, 2004). While opportunities are provided the persons with the aptitude of leadership will make use of it and become leaders.

Conclusion

The teacher is a leader whose influence appears in many forms, sometimes quiet and unobtrusive, but always persistent. The teacher-leader has visions of possibilities that all students can learn, that schools can get better, and that all teachers can achieve high levels of success professionally, witnessed by their students' accomplishments in learning. The teacher leader encourages, recognizes resources and talents offers comfort to those in streets, challenges students to achieve deeper understanding, interprets the world and events meaningfully, and walks the moral road. Whether faced with a colleague in despair, a school in chaos, or a child in need, the call to educate is a living vocation in the teacher-leader.

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