

## **A study of the importance of the development of leadership Quality amongst B.Ed. College students**

**Dr. Pratima Mishra**

Assistant Professor (M.Ed. Department)

Dr. D Y Patil College of Education Pimpri, Pune Maharashtra, India

Email - anuprati75@gmail.com

**Abstract:** *The Importance of teachers in society is never compromised in any era. Either it is the time of Mahabharata where Krishna taught Arjuna. Or the Time of this digital era when Google is trying to take the position of teacher. Teachers are considered leaders in society and this is the ultimate truth in any era. Leadership quality is not a genetic trend but it can be developed through the proper environment and training. To lead society in a desirable way and to maintain the dignity of Teachers in society. Leadership is a very important quality for teachers. In this research, it is found that most of the B.Ed. students also realized that Leaders are not born but giving good environment can be created. Self-discipline, proper training, seminars, workshops, and hard work produces leaders. The role of Teacher Educators is also a very important factor in the development of Leadership Quality. Proper Knowledge and skills are the basic requirements for this. Communication Skill is the Key component. The teachers have to be a master in their field so that they can play role models in front of students and society. An expert and good Planner can lead society very easily on the right path. So, we can say that Leadership is the set of roles bundled by the motivation to inspire educational changes which leads the social*

**Keywords:** *Leadership, B.Ed. College Students, Leadership qualities, Leadership Development.*

### **1. INTRODUCTION:**

Leadership is a process of giving guidance to a group of people and showing them the path to reach their destination. A leader is the one who always stands for the battement of the people whom he guides; he is the one who crosses hurdles with all dedication and skills.

Leadership is one of the very important aspects of B.Ed. College Students. As we all know teachers are the foundation or the base of our bright future so teachers must be the best leader. Teachers must have the best leadership quality in themselves. The person who guides the student must have the best knowledge of how to go through the situation.

Leadership Development among our future youth is very important Leadership development means the activities that improve leaders' skills, abilities, and confidence. Programs vary massively in complexity, cost, and style of teaching. Leadership development is the process that helps expand the capacity of individuals to perform in leadership roles within organizations.

Leadership development among B.Ed. the student is very important. As future teachers must be the best leader who can guide his/her students toward the best. Leaders must be competent people with the best knows how. A teacher is the backbone of animation the progress and development of a nation largely depend on its teacher's community because of their noble and passive contributions in nation building they have remarkable contribution in making and shaping each and every person of society's quality of education is determined by the quality of teachers. That's why teachers are considered very essential indispensable factors of any education system they are referred to as the people who instruct to provide the teaching-learning process.

Leadership The term leadership is derived from the word leader which means to lead. The responsibility for the smooth functioning of any organization rests on the shoulders of leaders.

Qualities

- Executive
- Planner
- Expert
- Master
- Model
- Good leader

### **1.1 Need and Importance:**

Leadership is all about the art of motivating influencing and directing people so that they work together to achieve the goal of a team or broader organization it is important for students to experience leadership opportunities during their schooling to learn the art of building relationships within teams defining identities and achieving task effectively it also provides an opportunity to learn to identify and display effective communication and interpersonal skills.

The main aim is to pursue B.Ed. the degree is to learn how to teach and it develops overall development of teacher training many of us have a vast amount of knowledge but when it comes to imparting it to others it is completely different. This is what a B.Ed. course exactly helps us to do.

Hence B.Ed. structure course helps teacher trainees to strengthen their communication and collaboration skills developed resilience, become more adaptable and prepare for a world in which they will be expected to be agile and innovative.

## **2. LITERATURE REVIEW:**

Dr. J. Kiruba's (2016) study on the Leadership behavior of B.Ed. trainees found that there is no significant difference between male and female B.Ed. trainees in their leadership behavior.

There is a significant difference between rural and urban B.Ed. trainees in their leadership behavior. There is no significant difference between undergraduate and post-graduate B.Ed. trainees in their leadership behavior. There is no significant difference among English, Tamil, History, Physical science, and biological science in B.Ed. trainees in their leadership behavior.

The researcher concluded that the leadership potential of B.Ed. trainees can be enhanced by encouraging them to plan initiate and complete a variety of self-evaluated individual projects that provide opportunities for decision-making at an early age which helps them to foster the critical reasoning skills necessary to be an effective leaders. Outreach programs namely NSS, SCOUT, and guide, etc may be conducted to develop leadership quality among B.Ed. trainees. Necessary guidance and counseling may be given to the B.Ed. trainees to develop leadership qualities. The teacher training colleges should provide enough opportunities for B.Ed. trainees to plan and organized various functions like annual day, Sports day, Cultural programs, realizing the annual magazine, etc. Such activities help to foster leadership qualities like planning meticulously any program mobilizing the requisite resources for successfully carrying out the program unifying and integrating the man and materials in any given system, and having flexibility and courage to incorporate necessary changes in the action plan.

V. Brindari, D. Geetha (2018) study on Leadership qualities among the B.Ed. student teachers in the Coimbatore district. The Objectives are the main areas where the investigators will be conducting the study work there are two main objectives conducting undertaken by the investigator in the study. The researcher found that the calculated T value 0.11 are less than the table value 1.98 at 0a .05 level of significance hence, the null hypothesis is accepted. There is no significant mean score difference in B.Ed. student teachers' leadership qualities with regard to gender. The calculated T value of e 0.07 is less than the table value of 1.98 at 0.05 levels of significance hence the null hypothesis is accepted. There is no significance means no difference in B.Ed. student teacher qualities with regard to e type of family. The calculated T value 0.09 are less than the value 1.98 at 0.05 level significance, hence the null hypothesis is accepted there is no significant means score difference in B.Ed. student teachers' qualities with regard to the medium of study.

MR. Jaison Mammen's (2015) Study on the transformational leadership of teacher educators in the state of Kerala. The objectives were to study the transformational leadership of teacher educators with respect to gender academic qualification, Designations, Teaching experience, and type of management in which they work. To study the transformational leadership of teacher educators as perceived by the student teachers with respect to gender, age, academic background, and types of management in which they are pursuing the course. To compare the transformational leadership of teacher educators perceived by the teacher educator and the student teachers. To study the relationship between the job satisfaction of the teacher educator and their transformational leadership behavior. The researcher found that the Transformational leadership of the teacher



educator was perceived by themselves. Transformational leadership of the teacher educator perceived by the student teacher. Comparison of the transformational leadership of teacher educators as perceived by themselves and the student teachers. Relationship between the job satisfaction of teacher educator and their transformational leadership. And conclude that Teachers are considered leaders in the change in society Transformational leadership has been demonstrated as an effective leadership style in the education system. Teacher leadership development should begin in pre-service teachers they should understand not only the role of a teacher as a leader but also why it is important that they strive to become one. It is clear that those leadership characteristics are to be trained in the pre-service period., more about transformational leadership of teacher educators. If we wish to develop teacher educators to their fullest potential.

C. Thanavathi (2013) Study of leadership preference and achievement among B. Ed students To find out the levels of leadership preference among B.Ed students. To find out the levels of achievement among B.Ed. students. To find out whether there is any significant difference between leadership preferences among B. Ed students in terms of gender, age, optional subject, and locality. To find out the relationship between leadership preferences and achievement among B. Ed students in terms of gender, age, optional subject, and locality result of the present investigation reveals that the nature of countries political setup will have a strong bearing on the mind of its citizen. It is well said that the future of the country is been shaped in the classroom. From the obtained results the researcher concludes that democratic behavior and its effect have a strong impact in the young mind and will go a long way toward the preservation and continued setup and development of the country on the democratic line. From the study, it was understood the success of the organization depends upon dynamic and effective leadership.

C. Kalaivani and N. Pugalenthys (2014) Leadership quality and academic achievements of college students Coimbatore District study were undertaken to investigate the Leadership Quality and academic achievement of college students in the Coimbatore District. A sample of 80 students was selected. Investigator used Dr. Muthumanicham Leadership qualities scale and Academic achievement the investigator obtained annual examination marks of XII STD. The study reveals that there exists a significant relationship between the leadership quality and academic achievement of Undergraduate (U.G) college students. Hence hypothesis 1 and 2 is accepted. Most college students possess an average level of leadership qualities. The study reveals that leadership quality and academic achievement of Undergraduate (U.G) college students differ significantly with respect to gender and locality. Male students were found more leadership qualities and academic achievement than female Undergraduate (U.G) college students. Similarly, students from urban area colleges were found to be more leadership qualities and academic achievement than rural area college students. Through this study, it is revealed that There is no significant difference between Bharathiar University and Other university Students in their Academic achievement. This implies that there should be provision for more creation of effective leadership qualities in students. The study implies the generation of a sustainable academic achievement that prepares the learner for the development of leadership capacity.

P. M. Suresh Kumar's (2016) study on Leadership development and quality enhancement in higher education. Maintaining the profile of students and teachers high is a major challenge for higher educational Institutions. Teacher quality influences curriculum provides leadership and promotes student progression leading to innovation and best practices. The leadership provides a clear vision and mission for the institution to advance. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives, and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions. With this in view, institutions resort to a lot of ways by which they can attract, motivate and maintain high standards of excellence among teachers and infuse leadership among students. Efforts taken by the institution in maintaining leadership are reflected in the quality policy of the institution as revealed in the top management philosophy of maintaining high standards. This paper discusses the ways and means of leadership development resulting in a quality enhancement in higher education institutions. Index Terms: Leadership Development, Quality Enhancement & Higher Education. Leadership development is imperative for higher education institutions to strive for excellence. This cover not just teachers, but also students. A variety of ways could be adopted by which quality is realized. The quality policy of the institution and the perspective plan clearly spells out the entire range of possibilities for quality enhancement through leadership development.

Sarika. C. Saju (2016) study Academic Leadership: Emerging Perspective. Academic leadership assumes critical importance in shaping and determination of the direction of the education system in modern times when education is a process and an institution is undergoing rapid changes. Academic leaders are finding themselves at a crucial transition point with the huge responsibility of being effective in facilitating deep learning and emerging as catalysts with the capacity to effect positive change and transform the vision of education into reality. Consensus is emerging on the important dimensions of academic leadership which include curiosity, credibility, collegiality,

capabilities, character, and confidence. The definition of academic leadership also encompasses the operational abilities to manage teams and organizations and personal qualities like integrity, honesty, diligence, and devotion to the goals of education. Sonali. N. Channawar, Shweta Ojha, And Tarannum Khan (2018) Study Of Effectiveness Of Leadership Of B.Ed. Trainee And Other Graduate Students. The aim of this study was to find out the effectiveness of the leadership of B.Ed. trainees and other graduate students of Raipur City (Chhattisgarh). For this purpose, researchers found how the B.Ed. Students and other graduate students perceive leadership quality effectiveness. The sample size for this study was 140. And they were selected randomly from different colleges in Raipur Chhattisgarh. For this study researcher administrated Dr. Haseen Taj's Leadership Effectiveness scale. The analysis of the data revealed that there is a significant relationship between B.Ed. trainee and other graduate student students and there is no significant relationship between ethical and moral stability between B.Ed. trainee and other graduate students. The study found that leadership quality is very important in all aspect of education but the study shows that some area of leadership quality is more in B.Ed. Trainees like behavioral and emotional stability, interpersonal relation, Adequacy of communication, intellectual operation, and effectiveness of leadership on the basis of operation as a citizen. It is suggested that to all other college students who can take graduate studies in different streams need to improve the quality of their leadership. For this improvement, it is necessary to improve the quality of teachers towards the leadership in curriculum and co-curriculum activities. To arrange the quality and improve the program for students and teachers also. B.Ed. is the course where the pattern of study depends on skill development and task play activity. Students are always playing a role like active people in the class. It is the duty of policymakers, stakeholders, schools, colleges, and universities to improve the arrangement and accountability towards a healthy educational syllabus and curriculum for all for the enhancement of leadership quality and effectiveness.

### **3. OBJECTIVES:**

- To find out the overall development of different types of B.Ed. college student.
- To find out whether there is any difference between rural and urban B.Ed. trainees in their leadership behavior.
- To find out the leadership development of student teachers in private aided/financed B.Ed. colleges.
- To find out the leadership development of student teachers in government-aided B.Ed. colleges.
- To find out whether there is any significant difference between undergraduate and Post-graduate B.Ed. trainees in their leadership behavior.

### **3.1 ASSUMPTIONS:**

- Leadership development is a lifelong process.
- Not every student teacher has leadership skills.

### **4. METHOD:**

#### **Methodology:**

Survey research is involving the collection of information from a sample of individuals to their responses through questions. This survey is a critical inspection often a study of areas with respect to certain conditions or their prevalence. The present research used a descriptive type survey method in the present study

#### **Population:**

All the student teachers are pursuing their B.Ed. degree from different government-aided self-financed B.Ed. colleges in the Haloti region of Rajasthan in the academic session 2021-2022 have been treated as the population for the present study.

#### **Sample:**

- The sample consists of 100 B.Ed. College students.
- 50 government-aided B.Ed. colleges whereas 50 student teachers taken from private unaided/financed B.Ed. College.

#### **Tools for data collection:**

For the present research, the researcher has used a questionnaire for the data collection. The researcher has a percentage stage (%) and Pie-charts for the analysis of data.

## 5. DISCUSSION:

### Scope of the study:

- It will help to understand the leadership development of student teachers pursuing of bachelor of education.
- The result or findings of the research also have a scope for the selected sample only.

### Limitations of the study:

- Limitations of time for completing the research.
- Student interest, and fatigue while completing the research.
- The researcher has no control over internal factors like thoughts and feelings.
- The researcher has control over external factors.

### Delimitations:

The study is restricted only to teacher training colleges and not directed toward educational institutions like schools, colleges, and educational centres.

## 6. ANALYSIS:

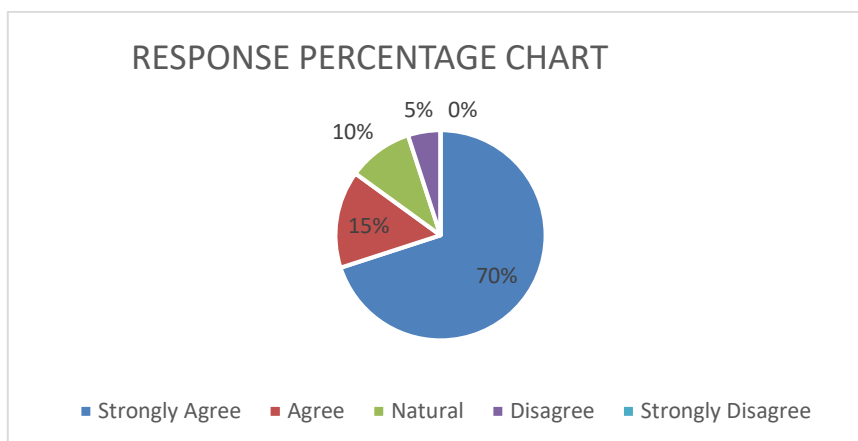
### Analysis of the Teachers Questionnaire:

Q1) Does the teacher-student interaction facilitate students learning?

Table no. 1:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	70	70
2	AGREE	15	15
3	NATURAL	10	10
4	DISAGREE	5	5
5	STRONGLY DISAGREE	0	0
TOTAL		100	100

Graph no. 1:



### Analysis:

- 70% of teacher trainees are strong of the opinion that teacher-student interaction facilitates students learning whereas only 5% of them feel that it doesn't play a major role in students learning.
- 15% of the teacher trainees agree with it and only 10% of respondents choose natural.

### Interpretation:

Maximum numbers of teacher trainees are of the opinion that teacher-student interaction facilitates students learning.

### Conclusion:

Most of the teacher trainees are of the opinion that teacher-student interaction facilitates students learning while on the contrary nobody strongly disagrees with the statement

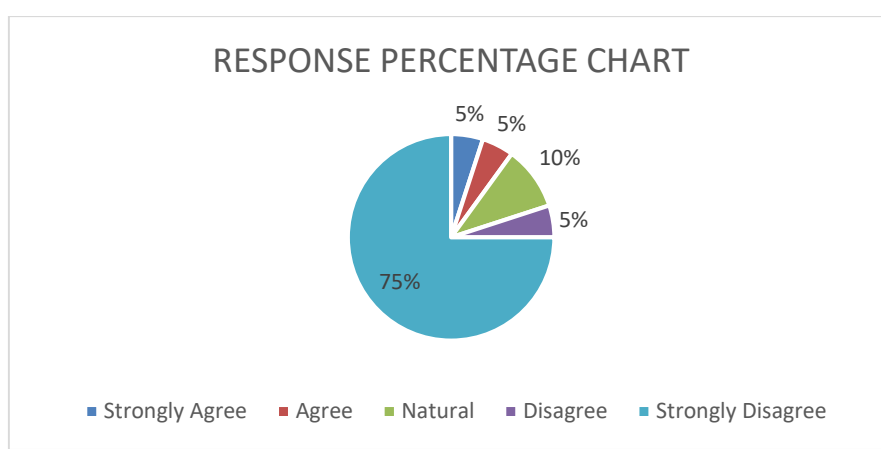


Q2) Do the co-curricular activities help B.Ed. students for their overall development?

Table no. 2:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	5	5
2	AGREE	5	5
3	NATURAL	10	10
4	DISAGREE	5	5
5	STRONGLY DISAGREE	75	75
TOTAL		100	100

Graph no. 2:



**Analysis:**

- 75% of teacher trainees are of the strong opinion that co-curricular activities do not help B.Ed. students for their overall development, on the other hand only 5% to 10 % of them feel that co-curricular activities help B.Ed. students for their overall development
- 5% of the teacher trainees disagree with it and only 10% of respondents choose natural.

**Interpretation:**

Three fourth of the teacher trainees have the viewpoint that co-curricular activities do not help B.Ed. students for their overall development

**Conclusion:**

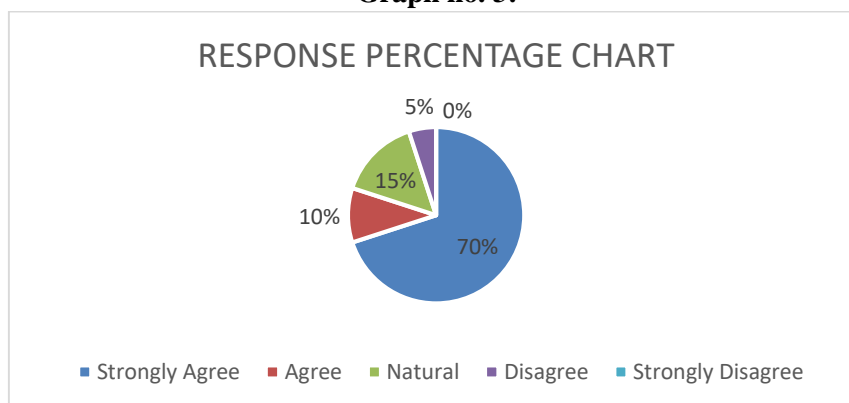
The majority of the trainees are of the opinion that a co-curricular activity does not help B.Ed. students for their overall development.

Q3) Do you think Teachers plays important role in developing leadership skills in B.Ed. trainee teachers?

Table no. 3:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	70	70
2	AGREE	10	10
3	NATURAL	15	15
4	DISAGREE	5	5
5	STRONGLY DISAGREE	0	0
TOTAL		100	100

**Graph no. 3:**



**Analysis:**

- 70% of teacher trainees are strongly believe that teachers play important role in developing leadership skills in B.Ed. trainee teachers whereas only 5% of them feel that Teachers plays important role in developing leadership skills.
- 10% of the teacher trainees agree with the statement and around 15% of trainees choose natural.

**Interpretation:**

More than half the numbers of the teacher trainees are of the opinion that teacher plays important role in developing leadership skills in B.Ed. trainee teachers

**Conclusion:**

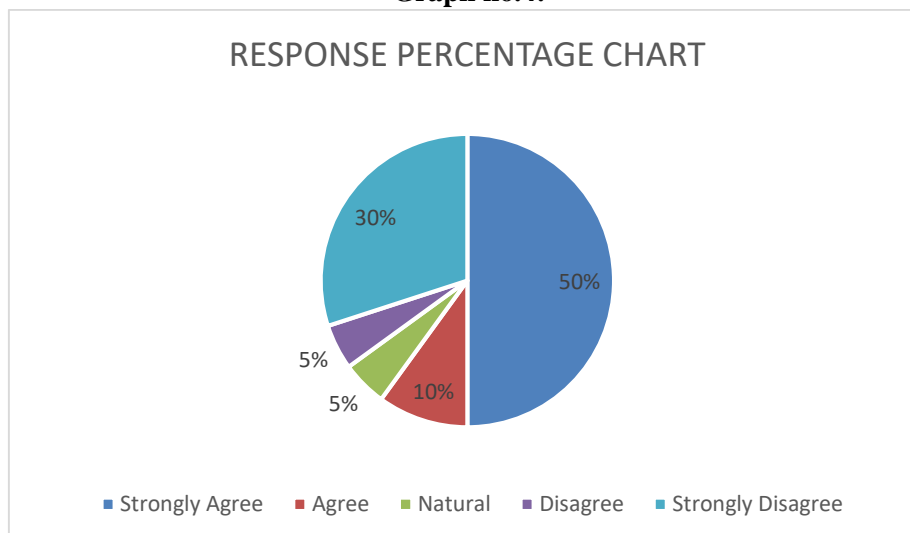
Most of the teacher trainees are of the sentiment that teachers play important role in developing leadership skills in B.Ed. trainee teachers while on the contrary nobody strongly disagrees with the statement

**Q4) Does B.Ed. college environment matters for developing leadership skills?**

**Table no. 4:**

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	50	50
2	AGREE	10	10
3	NATURAL	5	5
4	DISAGREE	5	5
5	STRONGLY DISAGREE	30	30
<b>TOTAL</b>		100	100

**Graph no.4:**



**Analysis:**

- Only 50% of teacher trainees strongly believe that B.Ed. college environment matters for developing leadership skills whereas only 5% of these disagree over this and are Natural.
- More than one-fourth of pupil strongly feels that B.Ed. college environment doesn't matter for developing leadership skills of the teacher trainees and around 10% trainees choose for natural

**Interpretation:**

Half the numbers of teacher trainees are of the opinion that B.Ed. college environment matters for developing leadership skills among teacher trainees.

**Conclusion:**

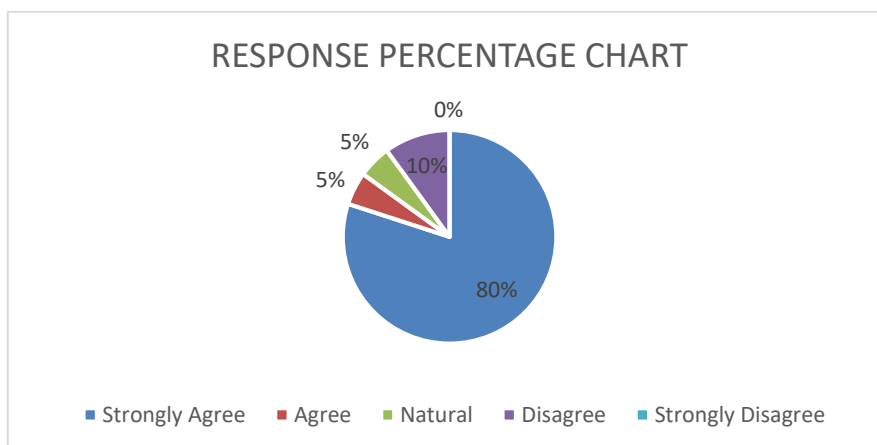
50% of the teacher's trainees believe that B.Ed. college environment matters for developing leadership skills.

**Q5) Does conducting motivational seminars, and workshops help students in their overall development?**

**Table no. 5:**

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	80	80
2	AGREE	5	5
3	NATURAL	5	5
4	DISAGREE	10	10
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

**Graph no. 5:**



**Analysis:**

- Majority of the trainees strongly believe that conducting motivational seminars, and workshops help students in their overall development whereas 10 % of these disagree over this.
- Small percentage of teacher trainees agree with this statement.

**Interpretation:**

80% of the teacher trainees strongly believe that conducting motivational seminars, workshops help students in their overall development.

**Conclusion:**

The majority of the trainees strongly believe that conducting motivational seminars, workshops help students in their overall development.

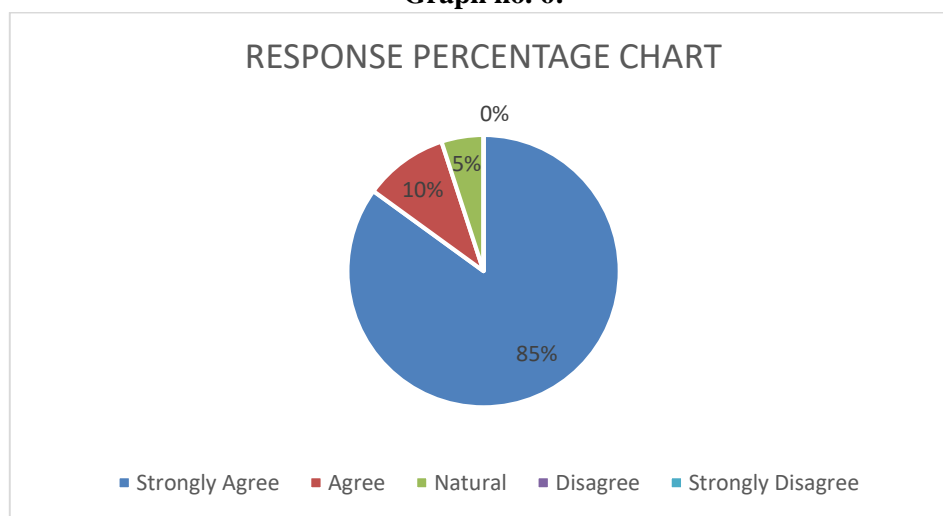
**Q6) As B.Ed. trainee Teachers, do you think every student teacher should have good discipline skills?**



Table no. 6:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	85	85
2	AGREE	10	10
3	NATURAL	5	5
4	DISAGREE	0	0
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

Graph no. 6:



**Analysis:**

- Majority of the trainees agree to it that every student teacher should have good discipline skills; on the other hand, nobody disagreed with the statement.
- Small percentage of teacher trainees choose natural

**Interpretation:**

Around 85% of teacher trainees agree to it that every student teacher should have good discipline skills

**Conclusion:**

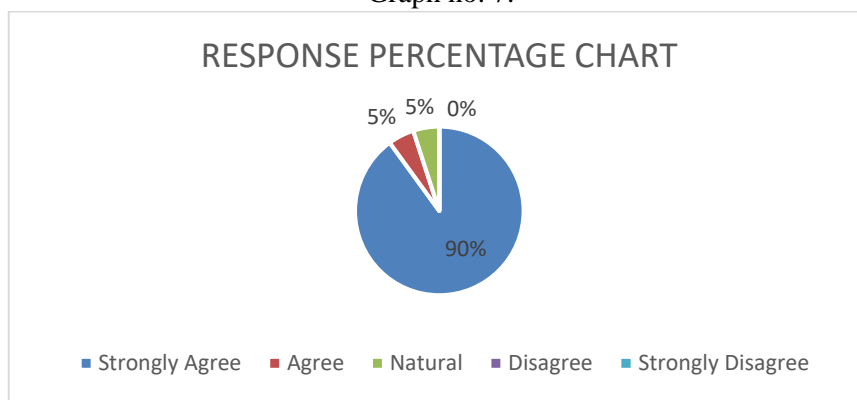
The majority of the trainees agree to it that every student teacher should have good discipline skills.

Q7) As B.Ed. trainee Teachers, do you think having good communication skills makes him/ her good teachers?

Table no. 7:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	90	90
2	AGREE	5	5
3	NATURAL	5	5
4	DISAGREE	0	0
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

Graph no. 7:



**Analysis:**

- Most of the trainees agreed to it that having good communication skills makes him/ her good teachers.
- Small percentage of teacher trainees choose natural

**Interpretation:**

- Around 95% of teacher trainees agree to it that having good communication skills makes him/ her good teachers.

**Conclusion:**

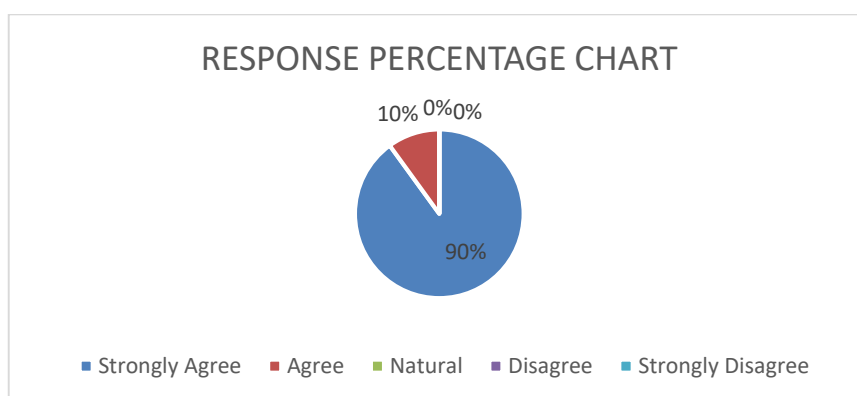
- Majority of the trainees agree to it that having good communication skills makes him/ her a good teacher.

**Q8) To be a good teacher, do you think every teacher should have good leadership skills?**

Table no. 8:

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	90	90
2	AGREE	10	10
3	NATURAL	0	0
4	DISAGREE	0	0
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

Graph no. 8:



**Analysis:**

- 90% of the trainees strongly agreed to it that to be a good teacher, every teacher should have good leadership skills.
- None of the teacher trainees disagreed with the statement.

**Interpretation:**

- Maximum numbers of teacher trainees agree to it that every teacher should have good leadership skills.

**Conclusion:**

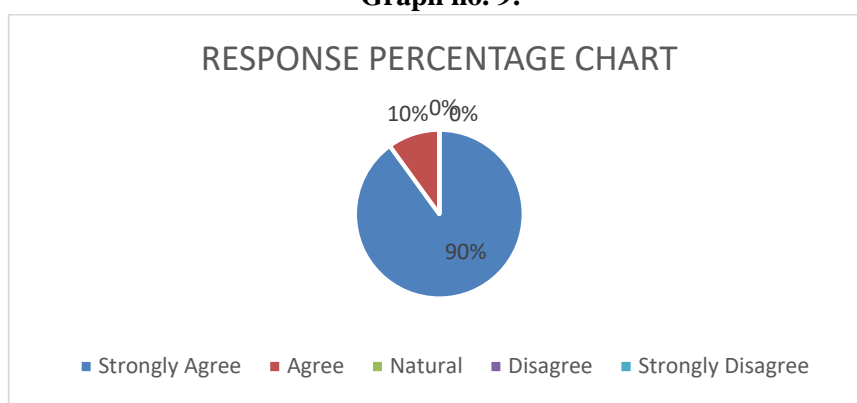
- Majority of the trainees agree to it that every teacher should have good leadership skills.

**Q9)** A good leader always has 3 good qualities: Patience, Politeness, and Dedicative. Do you agree?

**Table no. 9:**

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	90	90
2	AGREE	10	10
3	NATURAL	0	0
4	DISAGREE	0	0
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

**Graph no. 9:**



**Analysis:**

- Almost all the trainees strongly agreed to it that a good leader always have these 3 qualities
- None of the teacher trainees disagreed with the statement.

**Interpretation:**

- All the teacher trainees agree to it that a good leader always has these 3 good qualities: Patience, Politeness, and dedication.

**Conclusion:**

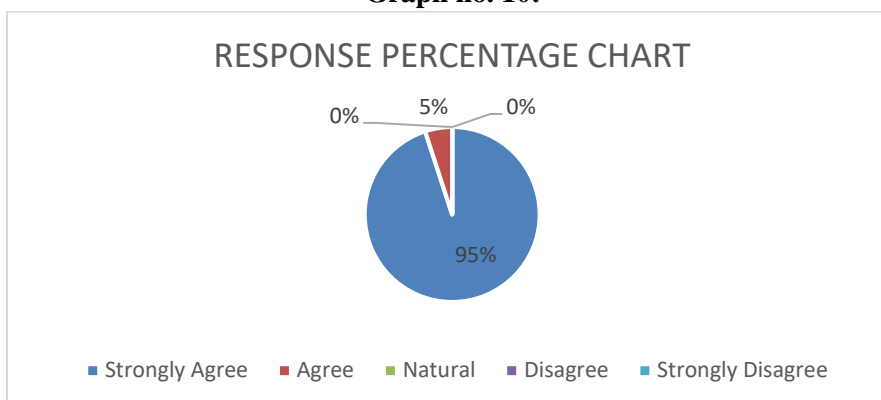
The majority of the trainees agree to it that a good leader always has these 3 good qualities: Patience, Politeness, and dedication.

**Q10)** Leaders are not born, they are made by hard work dedication and self-discipline. Do you agree with this statement?

**Table no. 10:**

SR NO	OPTIONS	RESPONSE	PERCENTAGE (%)
1	STRONGLY AGREE	95	95
2	AGREE	5	5
3	NATURAL	0	0
4	DISAGREE	0	0
5	STRONGLY DISAGREE	0	0
<b>TOTAL</b>		100	100

Graph no. 10:



#### Analysis:

- 95% of the trainees Strongly agreed to it that leaders are not born, they are made by hard work dedication, and self-discipline
- None of the teacher trainees disagreed with the statement.

#### Interpretation:

- Maximum numbers of teacher trainees agree to it that leaders are not born, they are made by hard work dedication and self-discipline

#### Conclusion:

- Majority of the trainees agree to it that leaders are not born, they are made by hard work dedication, and self-discipline.

#### 7. FINDINGS :

The survey which was conducted by the researcher for students revealed the following findings.

- 70% of the teachers believe that teachers play an important role in developing leadership skills in the student.
- 60% of the teacher trainees strongly believe that the B.Ed. college environment matters for developing leadership skills.
- 80% of the teacher trainee strongly believes that conducting motivational seminars and workshops helps students in their overall development.
- Around 85% of the teacher trainees agreed to it that every student teacher should have good discipline skills.
- 75% of the teacher trainees have the viewpoint that co-curricular activities do not help B.Ed. students for their overall development.
- 70% of the student teacher agrees that teacher-student interaction facilitates student learning.
- 95% of teacher trainee agrees to it that having good communication skills makes him/her a good teacher.
- 90% of B.Ed. agrees to it that every teacher should have leadership skills.
- 90% of student teachers have their viewpoint regarding that a good leader always has these three good qualities: patience, politeness, and dedication.
- 95% of the trainees agree that leaders are not born; they are made by hard work dedication and self-discipline.

#### 8. RESULTS:

After analysis of statistical data, this study arrives at the following results-

- Maximum B.Ed. student teachers agree that leaders are not born they are made through hard work dedication and self-discipline. Thus, to become a good leader B.Ed. the student teacher has a strong opinion that every good leader has these three good qualities that are patience, politeness, and dedication.
- B.Ed. course curriculum design in such a way that it helps student teachers in their overall development. The environment in B.Ed. colleges play a crucial role in the uplifting of student progress.
- Thus, the analysis of the data has generated many results. The results of the study reveal that different qualities are required to be a good teacher one of them is leadership quality.
- But on the other side study reveals that every student teacher has some other interest some feel motivated by attending seminars and workshops. On another side, some feel to be a part of co-curricular activities but in the end, both student-teacher automatically participate in both activities and at one point both activities help them for their overall development.

## 9. RECOMMENDATIONS:

Following are the recommendations and suggestions of the researchers

- Early on, encourage student teachers to step out of their comfort zone, and challenge them to improve, and the more work they take on, the more they learn.
- Encourage them to be critical thinkers; good leaders can foresee potential problems before they happen.
- Teach how to listen and provide feedback since listening effectively to students is necessary to be an effective leader.
- Motivate and positively influence others, encourage and empower them and be their support system.
- Casting out stage fear from the student.
- Developing the students through skill development programs.

## 10. CONCLUSION:

The Summary of this research study, is that most B.Ed. student teachers agree that leaders are not born they are made through hard work dedication and self-discipline. Thus, to become a good leader B.Ed. the student teacher has a strong opinion that every good leader has these three good qualities that are patience, politeness, and dedication. In B.Ed. course curriculum design in such a way that it helps student teachers in their overall development. But on the other side study reveals that every student teacher has some other interest some feel motivated by attending seminars and workshops. On another side, some feel to be a part of co-curricular activities but in the end, both student-teacher automatically participate in both activities and at one point both activities help them for their overall development. The environment in B.Ed. colleges play a crucial role in the uplifting of student progress. Thus, the analysis of the data has generated many results. The results of the study reveal that different qualities are required to be a good teacher one of them is leadership quality.

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