

The relationship between college principals' leadership styles and teachers' achievement motivation

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Abstract— College principals' leadership styles play a major role in teachers' performance. This paper examines the relationship between college principals' leadership styles, whether transformational or transactional, on teachers' achievement motivation. A total of 50 facilitators of different departments were randomly selected from colleges in Mumbai suburb. The results revealed that a transformational leadership style was prevalent among principals, and teachers' achievement motivation was positive. There was a positive correlation between the principals' transformational leadership style and the teachers' achievement motivation. This was seen through the result. Relevant recommendations are included.

I. INTRODUCTION

Success is simply a matter of luck. Ask any failure.” -Earl Wilson

Leadership constantly presents challenges both to the leader's abilities and to the entrepreneur as a person. Things change, change brings challenge, and no matter how good a leader is, he can't stop that from happening. How he handles those challenges will define him as a leader and have a great deal to do with how effective he can be.

Some challenges come in the form of people or problems that present obstacles to reaching a goal. Far more come from within the leader himself, or from the situation of simply being a leader. The challenge of 21st century leadership is to reinforce ethical principles and behavior. So what are the traits the 21st century leader needs to succeed? Some of the factors that make a great leader haven't really changed. The abilities to innovate execute and are a strong role model for your staff will always be essential. But in addition to these qualities, a new leadership style is emerging, with skills uniquely tailored for success in today's environment.

LEADERSHIP CHALLENGES

“Challenges a Darker Side of Leadership”

1. Be proactive. Regardless of the situation, it's important for leaders to do something. Waiting is occasionally the right strategy, but even when it is, it makes a group nervous to see its leader apparently not exercising some control.

2. Be creative. Try to think "outside the box," i.e. in unexpected but effective ways. If disaster has struck (you've

just lost a major source of funding, perhaps), how can you turn what looks like the end of the world into a new beginning?

3. Face conflict squarely. This doesn't mean come out fighting, but rather identify and acknowledge the conflict, and work to resolve it. This is true both for conflict within your group, and conflict between the group and others outside it. Far too many people, leaders included, act as if conflict doesn't exist, because they find it difficult or frightening to deal with.

4. Always look for common ground. If there's opposition to what you're doing, it may only be to one specific part of it, or may be based on misunderstanding. There are few groups or individuals who don't have some common interests. If you can find those, you may have a basis for solving problems and making it possible for people to work together.

5. Retain your objectivity. If you're mediating a conflict within the organization, don't take sides, even if you think you know one side is right. That will come out if you mediate objectively and well. If you're faced with detractors or opposition, don't automatically assume they're villains.

6. Look for opportunities to collaborate. This is important both within and outside your group or organization. Within the group, involve as many people as possible in decisions, and make sure they have control over what they do. Outside the organization, try to forge ties with other organizations and groups. Make common cause with other groups that have similar interests. In numbers, there is strength, and you'll be stronger as an alliance of groups than any one of you could be individually.

7. Insecurity. Many people feel, at least some of the time, that they're not up to the tasks they face. Insecurity of that sort keeps them from being proactive, from following their vision, from feeling like leaders. It can be crippling to both a leader and her group or organization.

8. Defensiveness. Born of insecurity, defensiveness shows up most often as an inability to take criticism. Defensiveness often also includes a stubborn resistance to change ideas, plans, or assumptions, even if they've been shown to be ineffective.

9. Lack of decisiveness. Sometimes it's hard to make a decision. You never know till later - and sometimes not even then - whether you made the right decision. Maybe if you had a few more facts... The reality is that leaders are called on to make decisions all the time, often with very little time to consider them. It is important to have as much information as possible, but at some point, you just have to make the decision and live with it.

10. Inability to be direct when there's a problem. Many people want so badly to be liked, or are so afraid of hurting others, that they find it difficult to say anything negative. They may be reluctant to tell someone he's not doing his job adequately, for instance, or to address an interpersonal problem. Unfortunately, by letting these things go, they only make them worse, which makes them still harder to address. It's essential to learn when firmness is necessary, and to learn how to exercise it.

11. Inability to be objective. Neither looking at situations through rose-colored glasses nor being always on the edge of hysteria is conducive to effective leadership. Just as objectivity is important in dealing with external issues, it's important to monitor your own objectivity in general. There's a difference between being an optimistic individual and being unable to see disaster looming because it's too painful to contemplate.

12. Impatience - with others and with situations. It is the most important trait to develop. Situations do not resolve themselves instantly, and anyone who's ever been involved in an organization knows that everything takes longer than you think it will.

CASE STUDY – LAVANYA ANIKHINDI

Trying to achieve our mission of getting 100% result by working a bit differently. First of all teachers keep a keen watch on their 75% attendance. Students who fail to fulfill

75% attendance they call the parents of the students and tell them the consequences of less attendance, thereafter, teachers take extra efforts by giving special attention to each student on their weaker areas of each subject and then turn them in to students strength, at the same time we motivate our students to remember that, "one who wins is the one who thinks he/she can" to boost their confidence. A class teacher believes in creating a strong foundation and so, at FYJC itself teachers their best to teach & clear the basic concepts of writing skills and grammar section. students who are from non English medium schools find it difficult to cope in first year of college, but gradually they do show improvement, after giving them extra lectures and attention.

Fundamental concept which helps them to improve skills of solving paper. eventually point out their mistakes in 1st term's answer sheet where they had gone wrong helps them to rectify their mistakes so that next time when they give mock test they have a different approach to the question in order not to repeat the same mistake.

Mock test helps them to see how well they are performing in the section they aren't good at, also helps them to revise a subject & aids in finishing paper on time. Teachers insist in solving previous years question papers before they appear for preliminary exam of college, and the difference in students performance can be seen compared to 1st term exam. Again all the students don't feel filtered to the idea of teachers working like this. The success of any human endeavor depends not on any single individual but on group efforts of many. The enthusiasm, passion and willing to work differently are all the vital factors to contribute to success.

CASE STUDY- SIMMIDHAVAN

In K.E.S. Shroff Junior College history it's a dream come true when H.S.C. exam results were declared for Commerce and Arts streams for this academic year, as our college managed to achieve hundred percent result in both the streams. It's really a very difficult task to achieve as all the students are not studious and sincere in the academic field. If any college aims for cent percent result, then it's very important to set smart goals that are specific, measurable, achievable, relevant and time-bound right from the beginning of the academic year. Since 2007, when the Arts section was introduced in our college, they have observed drastic changes in the academic performance of its students over the years. To achieve the target of hundred percent result students should be convinced to attend college lectures as it will help them to score good marks. Teachers must make efforts right from the beginning to concentrate on weak students. As soon as the 1st terminal exam result is declared, all S.Y.J.C class

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teachers must maintain a record of those students who fail in one or more subjects. Then the subject teachers should take over the charge of those weak students. Re-semester exam should be conducted for such students in the month of December after remedial teaching is done. Before Christmas holidays, answer papers should be assessed so that students can study and rectify their mistakes. Students should be given proper guidance by the teachers for scoring good marks in the internal exams practical, projects, oral, etc. important questions from the board point of view should be discussed in the class and students should be motivated to learn them thoroughly. The believe that is constant motivation to the teachers as well as students from our Management, Principal and Vice-Principal plays a very significant role for achieving the target of hundred percent result. The strong believe that the role of class teachers, subject teachers, students, parents and the students themselves is very important for achieving the goal of hundred percent result.

CONCLUSION

We believe we are at a point in time when the gap between what can be imagined...and what can be accomplished has never been smaller. We must remember that "tomorrow belongs to those who have vision today" It is our time, it is our vision, and it is our leadership role. Today, the words used to describe the new innovation regime of the 21st Century are: Dream, Create, Explore, Invent, Pioneer, and Imagine! After reviewing the major challenges that are confronting all teachers. The question remains, "so what can we do?" Let me conclude with an interesting thought and certainly a way to think about the discipline in a different way. The noted author on creativity, Dale Dauten, once said, "different is not always better, but better is always different!"