

**LEADERSHIP AND PROFESSIONAL CAPACITIES AMONG  
TEACHER TRAINEES OF SECONDARY LEVEL**

**SUMMARY OF THESIS**

SUBMITTED FOR THE AWARD OF THE DEGREE OF

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**IN  
EDUCATION**

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SUBMITTED BY

***Navneeta Tripathi***

(Enrolment No.: 1411/19)

UNDER THE SUPERVISION OF

***Dr. Subhash Misra***

Associate Professor

DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

(A Central University) (NAAC A++ ACCREDITED)

VIDYA VIHAR, RAEBARELI ROAD, LUCKNOW-226025

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# *Summary*

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## **INTRODUCTION**

The exploration of "Leadership and Professional Capacities Among Teacher Trainees of Secondary Level" sheds light on the intricate factors shaping future educators. The quality of education undeniably hinges on teachers' qualifications, expertise, and professional ethics (Atwal, 2013; Darling-Hammond, 2006). This study delves into the concurrent dynamics of leadership and professional capacities within the context of Secondary teacher trainees. This confluence of research underscores the interconnectedness between leadership development and professional capacities among teacher trainees. A blend of Knowing and Understanding of the subject, communication proficiency, Use and Integration of ICT in Education, pedagogical knowledge, Planning and Delivery of Lesson, Classroom Management and Assessment Strategies forms the cornerstone of effective teaching practices. Understanding and nurturing these multifaceted attributes are imperative in preparing educators who can adeptly navigate the complexities of modern education and cater to the diverse needs of 21st-century learners. Leadership capacity in education refers to the ability to influence, inspire, and guide others within an educational setting. Leadership capacity encompasses the following aspects i.e. Democratic Leadership Capacity is marked by collective decision-making, active participation, a focus on equality, and open communication. Where Laissez faire Leadership Capacity has hands-off approach in which leaders offer minimal guidance, allowing group members to make decisions on their own. Authoritarian Leadership Capacity involves a leader who makes decisions independently, with little to no input from group members. This style is marked by clear directives, strict control, and an emphasis on maintaining authority and order. Transformational Leadership Capacity inspiring and motivating followers to achieve higher Levels of performance by aligning their goals with the leader's vision. Leadership qualities such as vision, communication skills, and the ability to inspire and motivate are foundational to enhancing the professional capacities of educators. Effective leadership fosters an environment where teacher trainees are encouraged to develop their pedagogical skills, subject matter expertise, and innovative teaching

practices. This reciprocal relationship highlights the importance of integrating leadership development with professional capacity building to empower future educators to meet the diverse challenges of modern education effectively.

### **Significance of the Study**

This research delves into the critical link between well-equipped teachers and high-quality education. A strong B.Ed. program forms the foundation for this connection, as it equips teacher trainees with the essential skills and methodologies needed to thrive in the classroom. Beyond acquiring teaching techniques, these programs offer real-world classroom experiences that build confidence and introduce diverse approaches to creating a dynamic learning environment. This study goes beyond traditional B.Ed. program evaluations. It aims to understand and enhance leadership and professional capacities among teacher trainees. This includes honing their professional skills, diversifying teaching methods, and refining classroom management techniques. This research sought to expand the scope of existing investigations by including both formal and informal leadership roles within the teaching profession. It aimed to gain a deeper understanding of the inherent leadership and professional capacities within B.Ed. teacher trainees. This study had the potential to uncover new dimensions such as leadership and professional capacities and their sub dimensions in teacher education, ultimately contributing to the development of future educators who can deliver high-quality classroom experiences for all students.

This research is significant as it addresses a critical gap in the existing literature regarding the leadership and professional capacities of B.Ed. teacher trainees, particularly in the context of Lucknow. By systematically examining these capacities, the study contributed to the broader discourse on teacher education and professional development. The findings can serve as a valuable resource for educational policymakers, teacher training institutions, and educators themselves, enabling them to devise strategies that enhance the effectiveness of teacher training programs. This research also holds the potential to positively impact the educational outcomes of B.Ed. teacher trainees by ensuring that future teachers are well-equipped with the necessary leadership and professional skills to thrive in their roles.

## **Rationale of the Study**

While existing research explores professional and leadership capacities within teacher training programs, a significant gap exists in the Indian context. Previous studies often focus on separate aspects, with some analyzing principal leadership or teacher competency development. However, there is a lack of research that examines the concurrent development of both leadership and professional capacities within pre-service teacher education.

The current body of literature lacks comprehensive studies that integrate these vital dimensions, leaving a crucial gap in understanding how these qualities intersect and influence pre-service education. Addressing this gap was essential for a more holistic understanding of the dynamics shaping the effectiveness and continuous development of educators, therefore, justifying the rationale behind the present study.

The present research was crucial to examine professional and leadership capacities among teacher trainees. By conducting this research, we gained valuable insights to inform educational improvement practices. The current study aimed to address this by identifying and understanding the interplay between leadership and professional capacities in teacher trainees in Lucknow division. In the evolving educational landscape, the ability of teachers to lead and exhibit professional competence is paramount to fostering a conducive learning environment and driving academic excellence. By focusing on teacher trainees, this study aimed to identify the current strengths and areas for improvement in their leadership and professional skills, providing insights that can inform the development of more targeted and effective training programs. Understanding these capacities is essential for preparing teacher trainees to meet the diverse challenges of modern classrooms, thereby enhancing the overall quality of education in the region.

## **Statement of the problem**

The present study is titled as **“Leadership and Professional Capacities among Teacher Trainees of Secondary Level”**.

## **Operational definitions of the key terms used**

### **Leadership Capacities**

Leadership Capacities in this study refer to the attributes and capabilities of a teacher, encompassing Democratic Leadership Capacity, Laissez z Faire Leadership Capacity, Authoritarian Leadership Capacity, Transformational Leadership capacity to instigate change and cultivate a positive and constructive culture.

### **Professional Capacities**

In the context of this study, professional capacities denote a set of attributes, including adherence to Knowing and understanding of the subject, Pedagogical Knowledge, Use and integration of ICT in Education, Planning and Delivery of Lesson, Classroom management and Assessment Strategies all of which serve as benchmarks for measuring the quality of teaching.

### **Research Questions**

1. What are the Leadership Capacities of Teacher Trainees of the Secondary Level?
2. What are the Professional Capacities of Teacher Trainees of the Secondary Level?
3. What is the correlation between Leadership and Professional capacities of Teacher Trainees of the Secondary Level?

### **Research Objectives**

#### **1.0 To study the Leadership Capacities of Teacher Trainees of the Secondary Level.**

1.1 To compare the mean scores of Leadership Capacities between Male and Female Teacher Trainees of the Secondary Level.

1.2 To compare the mean scores of Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

1.3 To compare the mean scores of Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

**2.0 To study the Professional Capacities of Teacher Trainees of the Secondary Level.**

2.1 To compare the mean scores of Professional Capacities between Male and Female Teacher Trainees of the Secondary Level.

2.2 To compare the mean scores of Professional Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

2.3 To compare the mean scores of Professional Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

**3.0 To study the correlation between the Leadership Capacities and Professional Capacities of Teacher Trainees of the Secondary Level.**

3.1 To study the relationship between Leadership and Professional Capacities in Male Teacher Trainees of the Secondary Level.

3.2 To study the relationship between Leadership and Professional Capacities in Female Teacher Trainees of the Secondary Level.

3.3 To study the relationship between Leadership and Professional capacities in Teacher Trainees of Government/ Government-aided Institutions of the Secondary Level.

3.4 To study the relationship between Leadership and Professional capacities in Teacher Trainees of Private Institutions of the Secondary Level.

3.5 To study the relationship between Leadership and Professional capacities in Urban Teacher Trainees of the Secondary Level.

3.6 To study the relationship between Leadership and Professional capacities in Rural Teacher Trainees of the Secondary Level.

## **Hypotheses of the study**

**1.0 There is no significant difference in the mean scores of Leadership Capacities between Male and Female Teacher Trainees of the Secondary Level.**

1.1 There is no significant difference in the mean scores of Democratic Leadership Capacities between Male & Female Teacher Trainees of the Secondary Level.

1.2 There is no significant difference in the mean scores of Laissez Faire Leadership Capacities between Male & Female Teacher Trainees of the Secondary Level.

1.3 There is no significant difference in the mean scores of Authoritarian Leadership Capacities between Male & Female Teacher Trainees of the Secondary Level.

1.4 There is no significant difference in the mean scores of Transformational Leadership Capacities between Male & Female Teacher Trainees of the Secondary level.

**2.0 There is no significant difference in the mean scores of Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and private Institutions of the Secondary Level.**

2.1 There is no significant difference in the mean scores of Democratic Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

2.2 There is no significant difference in the mean scores of Laissez faire Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

2.3 There is no significant difference in the mean scores of Authoritarian Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

2.4 There is no significant difference in the mean scores of Transformational Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

**3.0 There is no significant difference in the mean scores of Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.**

3.1 There is no significant difference in the mean scores of Democratic Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

3.2 There is no significant difference in the mean scores of Laissez Faire Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

3.3 There is no significant difference in the mean scores of Authoritarian Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

3.4 There is no significant difference in the mean scores of Transformational Leadership Capacities between Rural and Urban Teacher Trainees of the Secondary Level.

**4.0 There is no significant difference in the mean scores of Professional Capacities between Male and Female Teacher Trainees of the Secondary Level.**

4.1 There is no significant difference in the mean scores of Knowing and Understanding of the subject between Male & Female Teacher Trainees of the Secondary Level.

4.2 There is no significant difference in the mean scores of Pedagogical Knowledge between Male & Female Teacher Trainees of the Secondary Level.

4.3 There is no significant difference in the mean scores of Use and Integration of ICT in Education between Male & Female Teacher Trainees of the Secondary Level.

4.4 There is no significant difference in the mean scores of the Planning and delivery of lesson between Male & Female Teacher Trainees of the Secondary Level.

4.5 There is no significant difference in the mean scores of Classroom Management between Male & Female Teacher Trainees of the Secondary Level.

4.6 There is no significant difference in the mean scores of Assessment Strategies between Male & Female Teacher Trainees of the Secondary Level.

**5.0 There is no significant difference in the mean scores of Professional Capacities between Teacher Trainees of Government / Government-aided Institutions and Private Institutions of the Secondary Level.**

5.1 There is no significant difference in the mean scores of Knowing and Understanding of the subject between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

5.2 There is no significant difference in the mean scores of Pedagogical Knowledge between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

5.3 There is no significant difference in the mean scores of Use and Integration of ICT in Education between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

5.4 There is no significant difference in the mean scores of Planning and Delivery of Lesson between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

5.5 There is no significant difference in the mean scores of Classroom Management between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.

5.6 There is no significant difference in the mean scores of Assessment Strategies between Teacher Trainees of the of Government/ Government-aided Institutions and Private Institutions Secondary Level.

**6.0 There is no significant difference in the mean scores of Professional Capacities between Rural and Urban Teacher Trainees of the Secondary Level.**

6.1 There is no significant difference in the mean scores of Knowing and Understanding of the subject between Rural and Urban Teacher Trainees of the Secondary Level.

6.2 There is no significant difference in the mean scores of Pedagogical Knowledge between Rural and Urban Teacher Trainees of the Secondary Level.

6.3 There is no significant difference in the mean scores of Use and Integration of ICT in Education between Rural and Urban Teacher Trainees of the Secondary Level.

6.4 There is no significant difference in the mean scores of Planning and Delivery of lesson between Rural and Urban Teacher Trainees of the Secondary Level.

6.5 There is no significant difference in the mean scores of Classroom Management of Rural and Urban Teacher Trainees of the Secondary Level.

6.6 There is no significant difference in the mean scores of Assessment Strategies between Rural and Urban Teacher Trainees of the Secondary Level.

7. There is no significant relationship between Leadership and Professional capacities in Male Teacher Trainees of the Secondary Level.

8. There is no significant relationship between Leadership and Professional capacities in Female Teacher Trainees of the Secondary Level.

9. There is no significant relationship between Leadership and Professional capacities in Teacher Trainees of Government /Government- aided Institutions of the Secondary Level.

10. There is no significant relationship between Leadership and Professional capacities in Teacher Trainees of Private Institutions of the Secondary Level.

11. There is no significant relationship between Leadership and Professional capacities in Urban Teacher Trainees of the Secondary Level.

12. There is no significant relationship between Leadership and Professional capacities in Rural Teacher Trainees of the Secondary Level.

### **Delimitation of the Study**

1. B.ED. teacher trainees (II semester).
2. Lucknow mandal of Uttar Pradesh.

### **Methodology of the Study**

Methodology is a way to understand and solve the research problem scientifically.

### **Research Design**

In the present study, researcher adopted survey research method under descriptive research design.

### **Research Method**

“An exploratory sequential design is a mixed methods study design, where the quantitative phase of data collection and analysis follows the qualitative phase of data collection and analysis” (Fetters, Curry, & Creswell, 2013). The present study used the exploratory sequential under mixed method.

### **Population of the Study**

For the present study teacher trainees of Secondary Level i.e. B.Ed. colleges of 6 districts of Lucknow division are considered as the population of the study.

### **Sample for the Qualitative Study**

The sample for the qualitative study includes 24 teacher trainees and 24 teachers of Secondary Level selected from the B.ED. colleges of Lucknow division.

### **Sample for the Quantitative Study**

In the study, a multistage random sampling technique was employed. In the Lucknow division, there are 6 districts; Lucknow, Sitapur, Hardoi, Raebareli, Lakhimpur Kheri, and Unnao. A required number of colleges were then randomly selected from each Mandal. Subsequently, all teacher trainees from these selected colleges were chosen as the sample, with the selection process being random. The sample consists of 560 Secondary teacher trainees, where in 270 teacher trainees of male and 290 of female teacher trainees were selected.

### **Tools used for the Study**

The research tools that were used to collect data included Focus group discussion on Leadership and Professional Capacity, semi structured Interview Schedule for

Leadership Capacity, Semi Structured Interview Schedule for Professional Capacity, Leadership Capacity Scale, Professional Capacity Scale.

### **Objective wise major findings of the Study**

#### **Descriptive Analysis**

**Objective 1) To Study the Leadership Capacities of Teacher Trainees of the Secondary Level.**

#### **Percentage analysis of Leadership Capacity and Gender of Teacher Trainees of the Secondary level.**

#### **Leadership Capacities**

- ❖ Overall, considering both genders 30.0% teacher trainees displayed average leadership capacity, while 70.0% showed high leadership capacity. This data indicates that the majority of teacher trainees possess high leadership capacity, with males having a slightly higher percentage of high-Level leadership capacity compared to females.
- ❖ As data indicated that 28.1% male teacher trainees were at an average Level of leadership capacity, while 71.9% teacher trainees demonstrated high leadership capacity. For female teacher trainees 31.7% were at an average Level of leadership capacity, and 68.3% exhibited high leadership capacity.
- ❖ Overall, combining both types of institutions i.e. government/government-aided institutions and private institutions 30.0% displayed an average Level of leadership capacity, while 70.0% demonstrated a high Level of leadership capacity. This data indicates that the majority of teacher trainees possess high leadership capacity, with private institutions having a significantly higher percentage of high-Level leadership capacity compared to government-aided institutions.
- ❖ In government-aided institutions 57.2% teacher trainees exhibited an average Level of leadership capacity, while 42.8% demonstrated a high Level of leadership capacity. In private institutions 21.1% teacher trainees were at an average Level of leadership capacity, whereas 78.9% showed a high Level of

leadership capacity.

- ❖ Overall, combining both urban and rural locales, 30.0% teacher trainees reflected an average Level of leadership capacity, while 70.0% teacher trainees demonstrated a high Level of leadership capacity. This data indicates that the majority of teacher trainees possess high leadership capacity, with rural trainees having a higher percentage of high-Level leadership capacity compared to their urban counterparts.
- ❖ In urban areas 34.8% teacher trainees exhibited an average Level of leadership capacity, while 65.2% teacher trainees demonstrated a high Level of leadership capacity. In rural areas 25.2% were at an average Level of leadership capacity, whereas 74.8% showed a high Level of leadership capacity.

**Objective 2) To study the Professional Capacities of Teacher Trainees of the Secondary Level.**

### **Professional Capacities**

- ❖ Overall, considering both genders 4.3% teacher trainees were categorized as having low professional capacity, 31.1% teacher trainees were at an average level, and 64.6% teacher trainees exhibited high professional capacity. This data indicates that a majority of teacher trainees, regardless of gender, possess high professional capacity, with a slightly higher percentage of females demonstrating high-Level professional capacity compared to males.
- ❖ Among male teacher trainees within this group, 4.8% teacher trainees demonstrated low professional capacity, 31.5% teacher trainees were at an average level, and 63.7% teacher trainees exhibited high professional capacity. For female teacher trainees 3.8% showed low professional capacity, 30.7% were at an average level, and 65.5% displayed high professional capacity.
- ❖ Overall, considering both types of institutions i.e. government/government-aided institutions and private institutions 4.3% demonstrated low professional capacity, 31.1% were at an average level, and 64.6% exhibited a high Level of professional capacity. The data indicated that a majority of trainees, regardless of the type of institution, fall within the high Level of professional capacity,

though government-aided institutions have a slightly higher percentage of high-Level trainees compared to private institutions.

- ❖ In government-aided institutions, 3.6% teacher trainees falling into the low-Level category, 28.3% teacher trainees at the average level, and a significant 68.1% teacher trainees at the high level. For private institutions, 4.5% teacher trainees were classified at the low level, 32.0% teacher trainees at the average level, and 63.5% teacher trainees at the high level.
- ❖ Overall, combining both urban and rural locales 4.3% teacher trainees were at a low level, 31.1% teacher trainees were at an average level, and 64.6% teacher trainees were at a high Level of professional capacity. This data indicates that a majority of teacher trainees fall within the high Level of professional capacity, with urban trainees having a slightly higher percentage of high-Level professional capacity compared to their rural counterparts.
- ❖ In urban areas 2.1% 6 teacher trainees exhibited low professional capacity, 31.6% teacher trainees were at an average level, and 66.3% teacher trainees were at a high level. In rural areas 6.5% teacher trainees demonstrated low professional capacity, 30.6% teacher trainees were at an average level, and 62.9% teacher trainees showed high professional capacity.

### Differential analysis

**Objective 1.1: To compare the mean scores of Leadership Capacities between Male and Female Teacher Trainees of the Secondary Level.**

- ❖ There is no significant difference between Male and Female teacher trainees of the Secondary Level in their total Leadership Capacities. There is also no significant difference between male and female teacher trainees of the Secondary Level in all the four Leadership Capacities dimensions i.e. Democratic Leadership Capacity, Laissez Leadership Capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity. The Male and Female teacher trainees of the Secondary Level are at the same Level in the total Leadership Capacities and its dimensions Democratic Leadership capacity,

Laissez Faire Leadership capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity.

**Objective 1.2: To compare the mean scores of Leadership Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary level.**

- ❖ There is no significant difference between teacher trainees of government, government aided Institutions and private Institutions of the secondary level in their total Leadership Capacities. There is also no significant difference between teacher trainees of government, government aided and private Institutions of the Secondary Level in their Leadership Capacities dimensions Democratic Leadership capacity, Laissez Leadership capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity. The government, government aided and private Institutions of the Secondary Level are at the same Level in the total Leadership Capacities dimensions Democratic Leadership capacity, Laissez z Leadership capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity.

**Objective 1.3: To compare the mean scores of Leadership Capacities between rural and urban Teacher Trainees of the Secondary level.**

- ❖ There is no significant difference between Rural and Urban teacher trainees of the Secondary Level in their total Leadership Capacities. There is also no significant difference between Rural and Urban teacher trainees of Secondary Level in their Leadership Capacities dimensions Democratic Leadership capacity, Laissez Leadership capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity. Rural and Urban teacher trainees of the Secondary Level are at the same Level in the total Leadership Capacities dimensions-Democratic Leadership capacity, Laissez Leadership capacity, Authoritarian Leadership Capacity and Transformational Leadership Capacity.

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## Professional Capacities

**Objective 2. 1: To compare the mean scores of Professional Capacities between Male and Female Teacher Trainees of the Secondary Level.**

- ❖ There is no significant difference between Male and Female teacher trainees of the Secondary Level in their total Professional Capacities. There is also no significant difference between male and female teacher trainees of the Secondary Level in their Professional Capacities dimensions Knowing and Understanding of the subject, Pedagogical Knowledge, Use and Integration of ICT in Education, Planning and delivery of lesson, Classroom Management and Assessment Strategies. The Male and Female teacher trainees of the Secondary Level are at the same Level in the total Professional Capacities and its dimensions Knowing and Understanding of the subject, Pedagogical Knowledge, Use and Integration of ICT in Education, Planning and delivery of lesson, Classroom Management and Assessment Strategies.

**Objective 2.2: To compare the mean scores of Professional Capacities between Teacher Trainees of Government/ Government-aided Institutions and Private Institutions of the Secondary Level.**

- ❖ There is no significant difference between teacher trainees of government, government aided Institutions and private Institutions of the Secondary Level in their total Professional Capacities. There is also no significant difference between teacher trainees of government, government aided and private Institutions of the Secondary Level in their Professional Capacities dimensions Knowing and Understanding of the subject, Pedagogical Knowledge, Use and Integration of ICT in Education, Classroom Management and Assessment Strategies. The government, government aided and private Institutions of the Secondary Level are at the same Level in the total Professional Capacities dimensions Knowing and Understanding of the subject, Pedagogical Knowledge, Use and Integration of ICT in Education, Classroom Management and Assessment Strategies.

Interestingly there is significant difference between teacher trainees of

government, government aided Institutions and private Institutions of the Secondary Level in their Professional Capacities dimension i.e. Planning and Delivery of Lesson. Teacher trainees of government, government aided Institutions of the Secondary Level have better professional capacities dimension i.e. Planning and Delivery of Lesson than the teacher trainees of private Institutions of the Secondary level.

**Objective 2.3: To compare the mean scores of Professional Capacities between Rural and Urban Teacher Trainees of the Secondary level.**

- ❖ There is no significant difference between Rural and Urban teacher trainees of the Secondary Level in their total Professional Capacities. There is also no significant difference between Rural and Urban teacher trainees of Secondary Level in their Professional Capacities dimensions Knowing and Understanding of the subject, Pedagogical Knowledge, Planning and Delivery of lesson, Classroom Management and Assessment Strategies. There is significant difference between Rural and Urban teacher trainees of the Secondary Level in their Professional Capacities dimension i.e. Use and Integration of ICT in Education. Urban Teacher trainees of the Secondary Level have better professional capacities dimension i.e. Use and Integration of ICT in Education than the rural teacher trainees of the Secondary level.

❖ **Correlation Analysis**

**Objective 3.0 To study the correlation between the Leadership Capacities and Professional Capacities of Teacher Trainees of the Secondary Level.**

The following are the findings of the Correlation analysis of the study:

- ❖ There is significant positive correlation between Leadership and Professional capacities for male and female Teacher Trainees of the Secondary level.
- ❖ There is significant positive correlation between Leadership and Professional capacities for Government/ Government-aided Institutions and Private Institutions Teacher Trainees of the Secondary level.
- ❖ There is significant positive correlation between Leadership and Professional

capacities for Urban and Rural Teacher Trainees of the Secondary level.

## **Conclusion**

### **Leadership Capacities**

The development of effective leadership capacities among teacher trainees of Secondary Level is essential for fostering a positive learning environment and nurturing the growth and development of students. Through the exploration of various variables pertaining to leadership capacities, it becomes evident that these trainees possess a diverse range of strengths and areas for improvement. It is noteworthy that many teacher trainees actively involve students in the learning process and value their input and suggestions. This participatory approach not only empowers students but also fosters a sense of ownership over their education. Moreover, creating an inclusive classroom atmosphere where all students feel valued and respected is paramount for promoting equity and diversity in education. Teacher trainees who prioritize inclusivity demonstrate their commitment to creating a supportive learning environment where every student has the opportunity to thrive.

Collaboration and teamwork are also emphasized among the leadership capacities of B.Ed. teacher trainees. By encouraging creative and innovative ideas, fostering collaboration through group projects and peer mentoring, and soliciting feedback from both students and team members, these trainees facilitate a collaborative learning environment where ideas are exchanged, and diverse perspectives are valued. However, it is essential to address challenges such as difficulty in facilitating group discussions and empowering students to take initiative, as these may hinder the development of effective teamwork and collaboration.

The effective leadership in the classroom involves promoting autonomy, independence, and self-directed learning among students. Teacher trainees who prioritize creating a conducive environment for individual exploration and self-paced learning empower students to take ownership of their educational journey. Additionally, building strong relationships based on trust, respect, and open communication enhances cooperation and facilitates better outcomes for students.

Leadership also entails the courage to speak up for what is right, admitting mistakes openly, and addressing conflicts or difficult emotions in the classroom. Teacher trainees

who demonstrate integrity, accountability, and a willingness to confront challenges contribute to a positive classroom culture where students feel supported and valued.

In conclusion, developing leadership capacities among B.Ed. teacher trainees in Lucknow division of Uttar Pradesh is essential for creating inclusive, supportive, and collaborative learning environments. By prioritizing student involvement, fostering autonomy and independence, promoting teamwork and cooperation, and demonstrating integrity and accountability, these teacher trainees can effectively lead and inspire students to reach their full potential. However, addressing challenges and areas for improvement, such as facilitating group discussions, empowering students to take initiative, and addressing conflicts, is crucial for enhancing the quality of education and ensuring the success of all students. Through continuous reflection, professional development, and a commitment to growth, BEd teacher trainees can cultivate the leadership capacities necessary to positively impact the lives of their students and contribute to the advancement of education in Lucknow district and beyond.

The study revealed several positive aspects in the leadership potential of the trainees. Many trainees demonstrated a commitment to inclusivity and fostering a supportive environment. This indicates a nurturing disposition that values student well-being and creates a space where all students feel valued and respected. Additionally, a focus on encouraging creative and innovative thinking lays the groundwork for fostering a dynamic learning environment that engages students.

Furthermore, the importance placed on soliciting feedback, both from students and colleagues, underscores a willingness to learn and adapt. This collaborative approach signifies an openness to different perspectives, which is vital for effective leadership. Another positive aspect involves the emphasis on promoting teamwork and student support through collaborative learning practices. This fosters a sense of community and shared responsibility within the classroom.

The study also revealed a commitment to unbiasedness and creating a conducive learning environment that caters to individual needs. This demonstrates a concern for fairness and equity in the learning process. Additionally, the focus on empowering students by fostering autonomy and independence highlights a desire to equip students with the skills for self-directed learning. This aligns with the concept of student ownership of the learning journey.

**Professional Capacities**

This study investigated the professional capacities of teacher trainees at Secondary Level across various aspects of teaching and learning. The findings based on the items of professional capacity explored, provide valuable insights into the strengths and weaknesses of the B.Ed. teacher trainees, aspiring educators.

Teacher Trainees demonstrated a good grasp of basic subject concepts and utilized examples for clear understanding. This indicates a solid foundation for delivering subject matter effectively. Trainees acknowledged the importance of connecting classroom topics to real-life situations and employing various resources like videos, articles, and real-life examples to enhance student understanding. This approach fosters deeper learning and engagement. Trainees recognized the value of connecting students' prior knowledge to new information and expressed a preference for planning lessons that cater to individual student needs. This demonstrates an understanding of differentiated instruction and its importance in reaching all learners.

Trainees exhibited a willingness to conduct action research and reflect on their teaching practices to improve their effectiveness. This growth mindset is crucial for continuous professional development. Technology Integration: Trainees displayed proficiency in using technology tools like PowerPoint presentations, interactive whiteboards, and various e-resources for crafting engaging learning materials. Additionally, they incorporated multimedia presentations to simplify complex concepts. This demonstrates an ability to leverage technology for effective pedagogy. Trainees prioritized reviewing lesson plans before teaching and planned lessons according to student needs. This indicates a commitment to thorough preparation and differentiated instruction. Trainees showed a preference for enriching content with multimedia resources and implementing diverse instructional techniques to create a dynamic and stimulating learning environment. This approach caters to various learning styles and keeps students engaged. Trainees prioritized active participation and hands-on experiences in their classrooms. This fosters a student-centered learning environment that promotes critical thinking and problem-solving skills.

While trainees acknowledged the importance of integrating concepts across different subjects, some found it challenging. This suggests a need for further training and support in developing interdisciplinary lesson plans. Trainees reported facing

challenges in using a variety of support materials. This highlights the need for workshops and guidance on utilizing diverse resources to enhance lessons. The finding that some trainees have minimal interest in ICT workshops suggests a potential gap in understanding the transformative power of technology in education. Encouraging participation in such workshops and showcasing effective technology integration strategies could be beneficial.

While trainees expressed willingness to provide feedback to students, there were concerns regarding a lack of interest in clearing student doubts. Additionally, the focus on summative assessments like exams and quizzes suggests a potential gap in utilizing formative assessments for continuous improvement.

There is a need to emphasize the importance of maintaining a creative learning environment while adhering to appropriate classroom discipline rules. Striking a balance between fostering creativity and maintaining a conducive learning environment is crucial.

## **Recommendations**

### **Recommendations for Leadership Capacities**

1. The teacher trainees should be encouraged to foster an inclusive and participative environment in classrooms. They should be encouraged to listen to students' perspectives, involve them in decision-making processes, and promote collaboration among peers. Group activities, role-playing scenarios, and discussions can be incorporated into training sessions to develop democratic leadership skills.
2. Trainees should understand when to adopt a hands-off approach and allow students to take ownership of their learning, facilitate activities where trainees act as facilitators rather than direct instructors and allowing students to explore topics independently. Encouraging creativity and autonomy in lesson planning and project-based learning can help nurture Laissez faire leadership capacity.
3. While authoritarian leadership may not always be the preferred style, trainees should learn to establish boundaries and maintain discipline when necessary. Simulated classroom scenarios can help them practice assertiveness while

maintaining respect and fairness of setting clear expectations and consequences while being empathetic towards students' needs should be emphasized.

4. Teacher trainees should be empowered to inspire and motivate students towards higher goals. Encourage them to lead by example, fostering innovation, and promoting a growth mindset among students. Provide opportunities for trainees to engage in reflective practices, peer mentoring, and collaborative projects to enhance their transformational leadership skills.

While the study identified several promising leadership qualities, it also revealed areas where further development could be beneficial. Some teacher trainees reported difficulty facilitating group discussions, which could hinder collaboration and idea-sharing. Developing strong facilitation skills would enable them to guide discussions effectively. Another area requiring focus involves empowering students to take initiative and cultivate a sense of ownership. Encouraging teacher trainees through project-based learning and open-ended tasks could be helpful in this regard. Furthermore, some trainees expressed discomfort with open dialogue and feedback and addressing conflicts. This could hinder their ability to create a truly collaborative and responsive learning environment. Developing conflict resolution skills and fostering a culture of open communication would be beneficial.

The findings of this study offer valuable insights for teacher education programs. By incorporating these key leadership development areas into the curriculum, teacher educators can equip future educators with the skills they need to be effective leaders in their classrooms.

- ❖ Providing opportunities to practice facilitation skills and strategies for managing group discussions will enable trainees to create a more dynamic and collaborative learning environment.
- ❖ Encouraging project-based learning, open-ended tasks, and self-directed learning activities can empower students to take ownership of their learning journey.
- ❖ Providing training in conflict resolution strategies will equip trainees with the skills they need to address disagreements and challenging emotions in a constructive manner.

- ❖ Integrating regular opportunities for feedback exchange in the teacher training program can help trainees develop a strong comfort Level with receiving and utilizing feedback for continuous improvement.
- ❖ By modeling open communication and actively soliciting student feedback, teacher educators can establish a culture of dialogue and respect that future teachers can carry into their own classrooms.

By focusing on these areas of development, teacher education programs can create a generation of teacher leaders who are well-equipped to foster student-centered learning environments that promote collaboration, critical thinking, and a lifelong love of learning.

### **Professional Capacities**

Based on the findings, the following recommendations are proposed for enhancing the professional capacities in teacher trainees:

- ❖ To Ensure that trainees have a strong foundation in their respective subjects through rigorous coursework and practical application. Encourage continuous learning and engagement with recent developments in the field through seminars, workshops, and online resources.
- ❖ Trainees should be equipped with effective teaching strategies and methodologies that cater to diverse learning styles. Provide opportunities for observation, practice teaching, and feedback sessions to refine their pedagogical skills. Incorporating case studies, microteaching sessions, and peer observations can enhance their pedagogical knowledge.
- ❖ Incorporate training modules on the effective use of technology in teaching and learning. Trainees should be familiar with educational software, multimedia resources, and online platforms to enhance classroom instruction. Encourage them to explore innovative ways to integrate ICT tools into lesson plans and assessments.
- ❖ Trainees should be proficient in lesson planning, ensuring alignment with curriculum standards and learning objectives. Emphasize the importance of differentiated instruction, scaffolding, and engaging instructional strategies.

Provide guidance on effective lesson delivery techniques, including questioning techniques, classroom interactions, and pacing.

- ❖ Develop trainees' ability to create a positive and conducive learning environment through effective classroom management strategies. Focus on techniques for behaviour management, classroom organization, and conflict resolution. Encourage trainees to establish routines, communicate expectations clearly, and build positive relationships with students.
- ❖ Trainees should be skilled in designing and implementing various assessment methods to measure student learning effectively. Provide guidance on formative and summative assessment techniques, including quizzes, projects, portfolios, and peer assessments. Emphasize the importance of providing timely and constructive feedback to support student growth.
- ❖ Curriculum Integration: Include modules on interdisciplinary lesson planning and curriculum integration in the B.Ed. program.
- ❖ Resource Development Workshops: Organize workshops to equip trainees with skills to utilize a wider variety of instructional materials effectively.
- ❖ Communication Skills Development: Provide training on effective communication strategies to create a welcoming and inclusive classroom environment that caters to diverse linguistic backgrounds.

By focusing on the development of leadership and professional capacities, teacher trainees of Secondary Level can become effective educators who are capable of inspiring, guiding, and nurturing the next generation of learners. Through a combination of theoretical knowledge, practical experiences, and continuous professional development, they can make a significant impact on the educational landscape of the region.

## **Implications**

### **Educational Implications: Leadership Capacities**

Educational implications on the leadership capacities teacher trainees of Secondary Level can greatly influence the quality of teaching and learning in schools.

- ❖ Promoting democratic leadership capacity in teacher trainees can foster an inclusive classroom environment where students feel valued and empowered. Educators should emphasize collaborative decision-making, encourage open communication, and provide opportunities for students to participate in classroom governance. Training programs should incorporate role-playing exercises and case studies to help teacher trainees understand the principles of democracy in educational settings.
- ❖ While some degree of autonomy can be beneficial, an excessive Laissez faire approach may result in disengagement and lack of direction among students. Teacher trainees need to recognize the importance of providing structure and guidance while also allowing for student autonomy. Training programs should focus on developing organizational skills and time-management strategies to help teacher trainees effectively balance freedom and responsibility in their classrooms.
- ❖ Teacher trainees should be educated about the negative consequences of authoritarian leadership, such as stifling creativity and fostering resentment among students. Emphasis should be placed on promoting positive discipline techniques, fostering mutual respect, and empowering students to take ownership of their learning. Training programs should incorporate workshops on conflict resolution and empathy-building to help teacher trainees cultivate a more inclusive and supportive classroom environment.
- ❖ Encouraging transformational leadership capacity in teacher trainees can inspire innovation and continuous improvement in educational practices. Training programs should focus on developing visionary leadership skills, fostering a sense of collective purpose, and promoting a growth mindset among teacher trainees. Mentorship opportunities and action research projects can provide teacher trainees with practical experience in implementing transformative changes in their classrooms.

### **Educational Implications: Professional Capacities**

Educational implications here involve fostering environments that encourage continual learning, engagement with current research, and collaborative subject exploration.

Trainees need to comprehend various teaching methodologies, learning styles, and classroom dynamics. Implications include immersive practicum experiences, mentorship programs, and reflective practices to refine pedagogical approaches. The integration of Information and Communication Technology (ICT) in education is pivotal in modern education. Trainees should be adept at utilizing digital tools to enhance learning experiences. Implications include offering workshops on educational technology, promoting digital literacy, and embedding ICT seamlessly into teacher training curricula. Effective planning and delivery of lessons demand meticulous preparation and flexibility. Trainees should be equipped with skills to design coherent instructional plans, differentiate instruction, and adjust strategies based on student feedback. Implications involve hands-on training in lesson planning, micro-teaching sessions, and peer feedback mechanisms.

Classroom management skills are indispensable for maintaining conducive learning environments. Trainees should learn strategies for managing behaviour, fostering positive relationships, and promoting inclusivity. Implications encompass modeling effective classroom management techniques, offering practical scenarios for problem-solving, and providing resources for further development. The assessment strategies play a pivotal role in gauging student progress and informing instructional decisions. Trainees must be proficient in various assessment methods, including formative and summative assessments, and utilize data to drive instruction effectively. Implications include training in assessment literacy, designing authentic assessment tasks, and promoting a culture of assessment for learning. Overall, these educational implications aim to cultivate well-rounded and competent educators who can positively impact student learning outcomes in Lucknow District and beyond.

### **Suggestions for Further Research**

Future research on the topic of leadership and professional capacities among teacher trainees of Secondary Level presents a rich avenue for exploration and development. Understanding the interplay between various leadership styles (Democratic, Laissez z Faire, Authoritarian, Transformational) and professional competencies (Subject knowledge, Pedagogical knowledge, Use and Integration of ICT in Education, Lesson planning and delivery, Classroom management, Assessment strategies) is crucial for enhancing the effectiveness of teacher education programs and ultimately improving

educational outcomes. Firstly, investigating the relationship between different leadership capacities and professional competencies can provide insights into how leadership styles influence teaching practices. For example, exploring how transformational leadership fosters innovative pedagogical approaches or how authoritarian leadership may impact classroom management strategies.

Secondly, longitudinal studies can track the development of these capacities over time, from pre-service training to early career experiences. This longitudinal approach can identify critical stages in the development of leadership and professional capacities and inform targeted interventions or support mechanisms. Additionally, qualitative research methods such as interviews and case studies can provide in-depth understanding of the contextual factors shaping the acquisition and utilization of these capacities. Understanding the socio-cultural dynamics of Lucknow district can help tailor training programs to address specific needs and challenges faced by teacher trainees.

Furthermore, comparative studies across different regions or educational systems can offer valuable insights into the transferability and adaptability of leadership and professional capacities. Comparing the experiences of B.Ed. teacher trainees in Lucknow with those in other districts or countries can identify best practices and areas for improvement. Lastly, exploring the impact of external factors such as policy frameworks, institutional support, and community engagement on the development of these capacities can inform systemic changes to teacher education programs. This holistic approach acknowledges the multifaceted nature of teacher preparation and highlights the importance of aligning leadership and professional capacities with broader educational goals and societal needs.