

PERCEPTION OF ECO LEADERSHIP ON THE RESILIENCE OF SECONDARY SCHOOL TEACHERS

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Abstract

Educational leaders play a multifaceted role due to evolving circumstances, which includes helping teachers build resilience. They encourage professional growth, support teachers in overcoming challenges, and cultivate a collaborative environment to enhance resilience. Leaders also promote autonomy, collective decision-making, and practical problem-solving, all of which strengthen educators' decision-making abilities. By emphasizing feedback and reflection, educational leaders empower teachers to make well-informed decisions that positively impact students' learning and wellbeing while adapting to the dynamic educational landscape. This paper examines the perception of Eco leadership among secondary school teachers with respect to gender and school board affiliation. It also explores the relationship between the perception of Eco leadership and the resilience of secondary school teachers. The researcher employed a descriptive survey method, selecting a sample of 900 secondary school teachers through random sampling. The findings consistently show that the adoption of eco leadership is strongly associated with increased resilience among secondary school teachers, regardless of gender or school board affiliation. This substantial positive correlation highlights the importance of fostering eco leadership qualities to enhance resilience within the educational sector. Implementing strategies that promote eco leadership can lead to more resilient teachers, ultimately benefiting the overall educational environment and improving the ability of teachers to cope with challenges and adapt to changes.

Keywords: Leadership, Educational leadership, Eco leadership, Resilience.

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Introduction:

Educational leaders play a crucial role by using a diversified approach to steer the direction of educational institutions. The ideal leadership involves establishing appealing educational visions and goals, offering a clear sense of direction and motivation. They emphasize the importance of creating a dynamic and responsive learning environment that evolves with the needs of the times.

In 21st-century education, educational leaders undertake the demanding mission of preparing children for the future by thoughtfully considering the goals and frameworks that will facilitate their efforts. These leaders must be forward-thinking, fostering a sustainable environment that is friendly to the digital

generation. They must ensure that teachers are properly prepared, supported, and motivated, and that the entire school climate is conducive to learning.

A paradigm shift has occurred in the educational field due to the rapidly advancing technological landscape, shifting student demographics, and dynamic learning approaches. Today's educational leaders must fulfill a diverse role that goes beyond conventional limitations. Eco leadership, coined by Dr. Simon Western, emphasizes interconnectedness between people, the environment, and technologies. Eco leaders develop a network of leaders dispersed throughout the organization and prioritize environmental awareness and sustainability within educational institutions. These leaders focus on eco-friendly practices, teach

students to appreciate the environment, and integrate sustainability concepts into the curriculum. By fostering a culture of environmental stewardship and interconnectedness, eco leaders help create a more sustainable and conscious educational community.

Operational Definition: The operational definitions of the key terms are given below

Eco Leadership: Eco Leadership as being connected and interdependent, having systemic ethics, organisational belongingness and leadership spirit. Sustainable in approach and leads adaptable networked organisations

Resilience: Resilience “as the interconnected components such as competence, confidence, connection, character, contribution, coping and control”.

Objectives :

1. To study eco leadership on the basis of:
 - a. Gender – female and male
 - b. Affiliation to schools – SSC and ICSE
2. To ascertain the relationship between perception of eco leadership and Resilience of Secondary School Teachers for the
 - a. Female teachers
 - b. Male teachers
 - c. SSC Schools
 - d. ICSE Schools

Hypothesis :

1. There is no significant relationship between perception of eco leadership and Resilience of secondary school teachers for the
 - a. Female teachers
 - b. Male teachers
 - c. SSC Schools
 - d. ICSE Schools

Methodology:

This study employed a descriptive survey method to investigate the research objectives. The study utilized random sampling to ensure equitable representation from the population, resulting in a sample size of 900 participants. Data collection was carried out using both physical forms and Google Forms. The physical forms were distributed in person, while the Google Forms were sent via email and WhatsApp. The descriptive analysis summarized the main characteristics of the data using mean, median, and mode. For inferential analysis, Pearson's r was used to assess the strength and direction of the linear relationship between two variables.

Data Analysis and Interpretation L

The findings of the study are presented descriptively as follows:

Table 1 (a) Perception of eco leadership of secondary school teachers with respect to gender

Table 1 (a)

Group		N	Mean	Median	Mode	SD	Kurtosis	Skewness
Gender	Female	717	67.93	68	61	6.66	-0.884	0.134
	Male	183	67.09	67	79	8.48	0.470	-0.507

Interpretation:

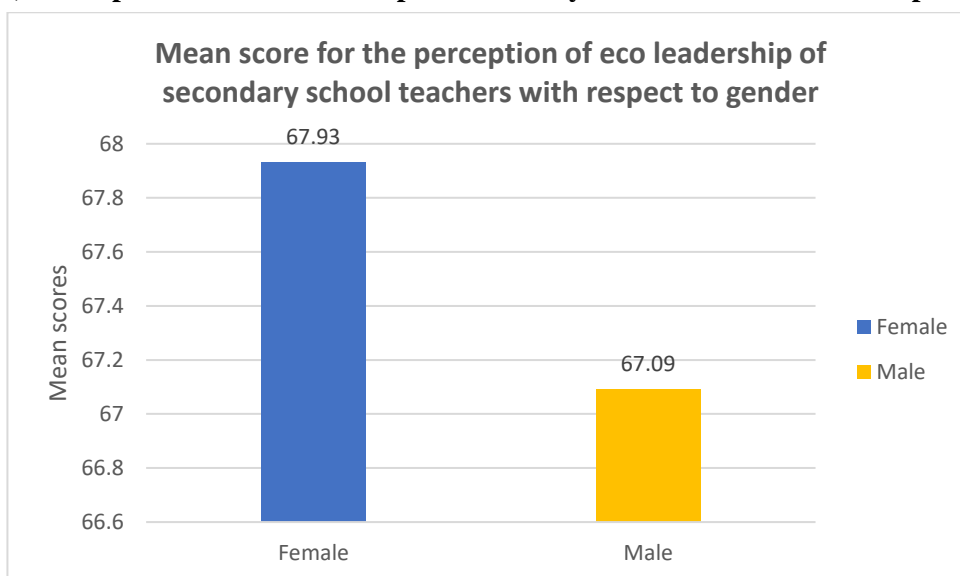
The gender-based analysis of the perception of eco leadership among secondary school teachers reveals the following:

The mean score for female teachers (67.93) is slightly higher than the median (68), indicating a tendency for higher perception scores. The mode (61) is lower than both the mean and median, suggesting that while a substantial number of female teachers scored around

61, a larger number scored higher. Displaying a platykurtic distribution (kurtosis: -0.884) with slightly positive skewness (0.134). The mean score for male teachers (67.09) closely aligns with the median (67), suggesting a symmetric distribution centered around

this value. The mode (79), significantly higher than both the mean and median, indicates that a considerable number of male teachers rated eco leadership perception highly, also indicating a platykurtic shape (kurtosis: 0.470) with negative skewness (-0.507).

Graph 1(a): Perception of Eco Leadership of Secondary School Teachers with Respect to Gender



Interpretation of Graph 1(a)

The mean scores for the perception of eco leadership among secondary school teachers show a slight difference between genders. Female teachers have a slightly higher mean score of 67.93 compared to their

male counterparts who have a mean score of 67.09. This suggests that, on average, female teachers perceive eco leadership more positively than male teachers.

Table 1 (b) Perception of eco leadership of secondary school teachers with respect to affiliation to school board

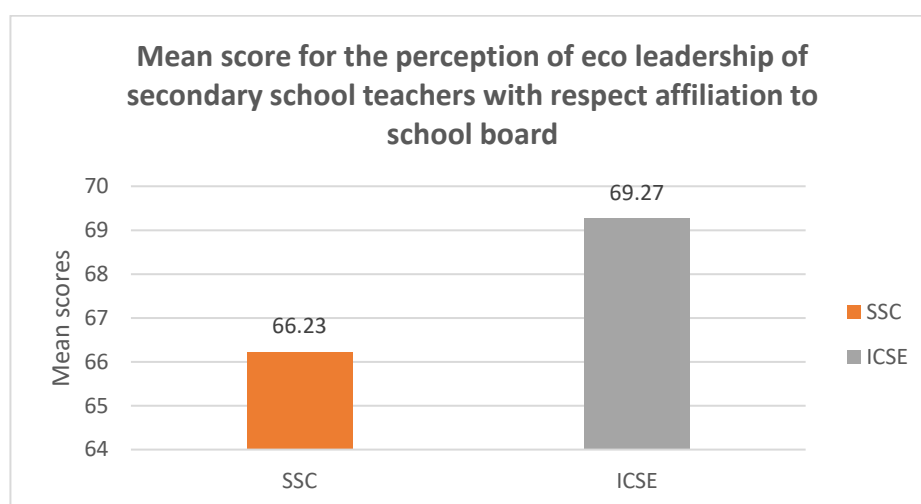
Table 1 (b)

Group		N	Mean	Median	Mode	SD	Kurtosis	Skewness
Affiliation to school board	SSC	449	66.23	66	61	6.99	0.566	-0.030
	ICSE	451	69.27	69	77	6.83	-0.793	-0.199

Interpretation:

The mean score for SSC board teachers (66.23) is close to the median (66), suggesting a symmetrical distribution. The mode (61) being lower than both the mean and median. It showcases a platykurtic shape (kurtosis: 0.566) along with negative skewness (-

0.030). The mean score for ICSE board teachers (69.27) is nearly equal to the median (69), reflecting a balanced distribution. The mode (77) is higher than both the mean and median. It reflects a platykurtic distribution (kurtosis: -0.793) with negative skewness (-0.199).

Graph 1(b): Perception of Eco Leadership of Secondary School Teachers with Respect to Affiliation to School Board


Interpretation of Graph 1(b)

The mean scores for the perception of eco leadership vary based on the school board affiliation of the secondary school teachers. Teachers affiliated with the ICSE board have a higher mean score of 69.27, while those affiliated with the SSC board have a lower mean score of 66.23. This suggests that ICSE teachers have the most positive perception of eco leadership.

The inferential analysis and interpretation are presented below:

1.a. “There is no significant relationship between the perception of eco leadership and resilience of secondary school female teachers”

This table displays the statistical significance of the coefficient of correlation calculated to assess the relationship between eco leadership and resilience of female teachers in secondary school

Table 2 (a)

“Significance of ‘r’ for the perception of eco leadership and resilience of secondary school female teachers”

Sample	df	r	l.o.s
717	715	0.757	.01

The calculated 'r' is greater than the critical 'r' value of 0.097 at the 0.01 level, suggesting a strong association between the perception of eco and resilience among secondary school female teachers. Therefore, the null hypothesis is rejected. Eco leadership perception shows a statistically Significant and robust positive relation ($r = 0.757$, $p < 0.01$) with resilience among female secondary school teachers. The positive correlation implies that if perception of eco leadership

is high then the resilience of secondary school female teachers is likely to be high. The substantial positive correlation suggests that as the adoption of eco leadership increases, the resilience of secondary school female teachers tends to increase notably as well.

1.b. “There is no significant relationship between the perception of eco leadership and resilience of secondary school male teachers”

The hypothesis was tested by computing Pearson’s correlation coefficient.

Table 2 (b)

“Significance of ‘r’ for the perception of eco leadership and resilience of secondary school male teachers”

Sample	df	r	l.o.s
183	181	0.747	.01

The correlation coefficient 'r' at the 0.01 significance level exceeds the critical value of 0.193, suggesting a meaningful relationship between eco leadership perception and resilience in secondary school male teachers. Hence null hypothesis is rejected. Eco leadership perception shows a statistically significant and substantial positive correlation ($r = 0.747$, $p < 0.01$) with resilience among male secondary school teachers. The positive correlation implies that if perception of eco leadership is high then the resilience of secondary

school male teachers is likely to be high. The substantial positive correlation suggests that as the adoption of eco leadership increases, the resilience of secondary school male teachers tends to increase notably as well.

1.c. “There is no significant relationship between the perception of eco leadership and resilience of secondary school SSC board teachers”

The hypothesis was tested by computing Pearson’s correlation coefficient.

Table 2 (c)

“Significance of ‘r’ for the perception of eco leadership and resilience of secondary school SSC board teachers”

Sample	df	r	l.o.s
449	447	0.799	.01

The calculated correlation coefficient 'r' value surpasses the critical threshold of 0.121 at the 0.01 significance level, pointing to a significant relationship between eco leadership perception and resilience among secondary school SSC board teachers. Hence null hypothesis is rejected. The correlation coefficient of 0.799 between eco leadership perception and resilience among secondary school SSC board teachers is positive, substantial in magnitude, and statistically significant at the 0.01 level. The positive correlation

implies that if perception of eco leadership is high then the resilience of secondary school SSC board teachers is likely to be high. The substantial positive correlation suggests that as the adoption of a eco leadership increases, the resilience of secondary school SSC board teachers tends to increase notably as well.

1.d. “There is no significant relationship between the perception of eco leadership and resilience of secondary school ICSE board teachers”

The hypothesis was assessed by computing Pearson’s correlation coefficient.

Table 2 (d)

“Significance of ‘r’ for the perception of eco leadership and resilience of secondary school ICSE board teachers”

Sample	df	r	l.o.s
451	449	0.684	.01

The correlation coefficient 'r' at the 0.01 significance level exceeds the critical value of 0.121, suggesting a meaningful relationship between eco leadership perception and resilience in secondary school ICSE board teachers. Hence null hypothesis is rejected. Eco leadership perception shows a statistically significant, moderately strong positive correlation ($r = 0.684$, $p < 0.01$) with resilience among secondary school ICSE board teachers. The positive correlation implies that if perception of eco leadership is high then the resilience of secondary school ICSE board teachers is likely to be high. The substantial positive correlation suggests that as the adoption of eco leadership increases, the resilience of secondary school ICSE board teachers tend to increase notably as well.

Findings and Conclusion:

Female teachers exhibit a higher mean perception of eco leadership (67.93) compared to male teachers (67.09). This indicates that female teachers, on average, perceive eco leadership more favourably.

SSC board teachers have a mean perception score of 66.23, while ICSE board teachers have a higher mean score of 69.27. This suggests that teachers in ICSE schools have a more positive perception of eco leadership compared to those in SSC schools.

The graphical representation highlights that both gender and school board affiliation are significant factors influencing teachers' perception of eco leadership. Female and ICSE-affiliated teachers demonstrate higher mean scores, indicating stronger positive perceptions of eco leadership within these groups.

The study's findings emphasize the pivotal role of eco leadership in enhancing the resilience of secondary school teachers. The significant positive correlations observed across all groups—female teachers ($r = 0.757$), male teachers ($r = 0.747$), SSC board teachers ($r = 0.799$), and ICSE board teachers ($r = 0.684$)—

highlight that teachers exhibiting a strong perception of eco leadership also display greater resilience.

Discussion:

The findings from both descriptive and inferential analyses underscore the pivotal role of eco leadership in enhancing the resilience of secondary school teachers. The consistent positive correlations across all groups indicate that teachers who perceive eco leadership more favourably tend to be more resilient.

Educational institutions should integrate eco leadership principles into their leadership frameworks and teacher training programs. Emphasizing interconnectedness between people, environment, and technology can create a more supportive and sustainable educational environment.

Female and male teachers benefit from eco leadership, slight variations in their perceptions suggest the need for tailored approaches that address specific needs and preferences of each gender group.

The differences in perceptions between SSC and ICSE board teachers indicate that school board policies and practices may influence how eco leadership is perceived and implemented. Schools should consider these variations when designing and implementing eco leadership strategies.

The substantial positive correlations between eco leadership and resilience highlight the importance of fostering an eco-conscious and sustainable mindset among teachers. By promoting eco leadership, educational leaders can enhance teacher resilience, enabling them to better cope with challenges, adapt to changes, and maintain their well-being.

Overall, the study demonstrates that eco leadership is a crucial factor in building resilient educational environments. By prioritizing eco leadership, educational institutions can create a culture of sustainability and resilience, ultimately leading to

improved educational outcomes for both teachers and students.

Recommendations

Educational institutions should incorporate eco leadership principles into their professional development programs for teachers. This includes training on environmental awareness, sustainability practices, and the interconnectedness of people, technology, and the environment. By equipping teachers with eco leadership skills, schools can foster a more resilient and eco-conscious teaching community. Schools should promote a culture of eco leadership by embedding sustainability into their mission, values, and daily practices. This can be achieved through school-wide initiatives such as recycling programs, energy conservation projects, and the integration of sustainability topics into the curriculum. Encouraging teachers and students to participate in these initiatives can strengthen the perception of eco leadership.

Recognizing the slight variations in eco leadership perceptions between female and male teachers, schools should tailor their eco leadership approaches to address specific needs and preferences of each gender group. This could involve creating gender-specific eco leadership workshops or support groups that provide a platform for teachers to share experiences and strategies for incorporating eco leadership into their teaching practices.

Given the differences in perceptions between SSC and ICSE board teachers, educational leaders should consider school board-specific strategies when implementing eco leadership programs. For SSC board schools, initiatives could focus on enhancing environmental awareness and practical sustainability practices. For ICSE board schools, the emphasis could be on integrating advanced eco leadership concepts and technologies into the curriculum.

Schools should adopt collaborative leadership models that involve teachers in decision-making processes

related to eco leadership initiatives. By fostering a network of eco leaders dispersed throughout the organization, schools can create a more inclusive and participatory environment. This collaborative approach can enhance teacher engagement and commitment to eco leadership principles.

Educational institutions should allocate resources and provide ongoing support for eco leadership initiatives. This includes funding for sustainability projects, access to eco-friendly teaching materials, and opportunities for teachers to attend eco leadership conferences and workshops. Providing these resources can empower teachers to implement and sustain eco leadership practices in their classrooms. Schools should establish mechanisms for continuous feedback and reflection on eco leadership practices.

Educational institutions should engage the wider community, including parents, local businesses, and environmental organizations, in their eco leadership efforts. Community partnerships can provide additional resources, expertise, and support for sustainability projects. Involving the community can also enhance the visibility and impact of eco leadership initiatives, creating a broader culture of environmental stewardship.

Further Research:

The research suggests that further research can be conducted to explore the underlying factors that contribute to the differences in correlation between gender and school board affiliations.

Conduct longitudinal studies to examine the long-term impact of eco leadership practices on teacher resilience. This could provide insights into how sustained eco leadership initiatives influence teachers' ability to adapt and thrive over time.

Investigate the perception and impact of eco leadership at various educational levels, including primary, middle, and higher education. Comparing the differences and similarities in eco leadership

