



Heroic Leadership and Secondary School Teachers in the Context of NEP – 2020

¹Ranjit Kujur, ²Dr.Sushil Kumar Singh

¹Research Scholar, ²Associate Professor

¹Department of Education,

¹St. Xavier's College of Education (Autonomous), Digha Ghat Patna, India

Abstract : This paper explores the concept of heroic leadership among secondary school teachers, particularly in the context of the transformative educational landscape shaped by policies like the National Education Policy (NEP) 2020. Heroic leadership, characterized by self-awareness, ingenuity, love, and a commitment to equity, is a must because educational qualification and teaching experience are not enough. This study highlights how secondary school teachers navigate challenges, inspire students, and foster collaborative environments that support diverse learning needs. By analysing the attributes and practices that define heroic leadership, the paper underscores the necessity of these qualities in cultivating resilient educational communities. The findings aim to provide insights into how teachers can effectively implement NEP 2020, ultimately contributing to a more inclusive and dynamic educational system. Through this exploration, we seek to illustrate the profound impact of heroic leadership on student engagement, academic success, and the overall transformation of the educational experience.

Keywords: Heroic leadership, Secondary School Teachers, National Education Policy (2020).

INTRODUCTION

The NEP 2020 aims to promote a well-rounded, flexible, and multidisciplinary education to help students develop a scientific mindset. By using the principles of heroic leadership, teachers can become more motivated and better understand their role, leading to better job performance and satisfaction. Teachers need to have the qualities of Heroic Leadership along with educational qualification and teaching experience. This will help them more effectively implement the NEP 2020's goals for transformative education.

NEP 2020 and Secondary School Teachers

The transformative landscape of education in India is currently being shaped by the National Education Policy (NEP) 2020, which emphasizes holistic learning, inclusive practices, and the holistic development of students. At the heart of this evolution are secondary school teachers, whose leadership roles have become more critical than ever. These educators are not merely transmitters of knowledge; they are heroic leaders navigating complex challenges, inspiring students, and fostering an environment conducive to growth and innovation. Teachers are real agents to implement NEP 2020 in India.

Heroic Leadership and Secondary School Teachers

Heroic leadership in this context embodies qualities such as resilience, adaptability, and a deep commitment to student well-being and academic excellence. As they implement the NEP's vision, teachers are called to rethink their pedagogical approaches, integrate technology effectively, and cultivate an atmosphere of collaboration among students, parents, and the broader community. This introduction aims to explore the multifaceted nature of heroic leadership among secondary school teachers, examining how their roles have evolved in response to NEP 2020 and the profound impact they have on shaping the future of education in India. Through this exploration, we will highlight the essential characteristics of these leaders, the challenges they face, and the strategies they employ to foster a more equitable and dynamic educational environment.

RATIONALE OF THE STUDY

At present, India needs various agents to implement NEP 2020, such as education ministers, educational officials, heads of institutes, teachers, parents, students, and so on. Among them, teachers are the best agents. They are resource persons at local and global levels. But having a list of educational qualifications and years of teaching experience is not enough. They need to develop leadership qualities. Among various leadership styles, Heroic Leadership coined by Chris Lowney, is very fitting for teachers. It emphasizes the importance of character, vision, and service. This transformative approach to leadership aspires to inspire students and cultivate the next generation of leaders.

Research Objectives

- 1) To study the significance difference in heroic leadership of secondary school teachers based on their educational qualifications.
- 2) To study the significance difference in heroic leadership of secondary school teachers based on years of teaching experience.
- 3) To study the significance difference in heroic leadership of secondary school teachers based on their gender.

Null Hypothesis

- 1) There is no significance difference between the mean score of Heroic Leadership of secondary school teachers based on their gender.
- 2) There is no significance difference between the mean score of Heroic Leadership of secondary school teachers based on their educational qualifications.
- 3) There is no significance difference between the mean score of Heroic Leadership of secondary school teachers based on years of teaching experience.

RESEARCH METHODOLOGY

Method

Descriptive Survey method is used to systematically describe and analyse the characteristics of a population. It has involved collecting numerical data through questionnaires to quantify attitudes and conditions. It aims to provide a clear and detailed snapshot of the subject being studied, allowing researchers to identify patterns and trends within the data. It does not establish cause-and-effect relationships. Hypotheses are generated which provides with foundational understanding of the research context. "t-test" is used to analyse the data.

Population and Sample

The population of the study are secondary school teachers of four districts of Jharkhand, namely, Ranchi, Khunti, Gumla and Simdega from three types of schools: Private, Government and Semi-government (Government Aided) Schools. Stratified random sampling approach has been used to select 46 secondary schools.

To ensure sample balance across the key demographics of interest, the sample of teachers was stratified on gender, educational qualifications and years of teaching experience before the random selection of respondents from 46 schools. The final sample consists of 460 secondary school teachers and they have at least 3 years of teaching experience.

Research Tool

Self-constructed and validated Heroic Leadership Inventory (HLI) was used for data collection. This tool consists of 20 items based on four dimensions or qualities of heroic leadership that secondary school teachers should possess to make teaching-learning more interesting and effective in their profession

RESULT AND INTERPRETATION

H₀ 1: There is no significant difference between the mean score of Heroic Leadership of secondary school teachers on the basis of Gender.

Table No. 1: Score of heroic leadership of Secondary school teachers on the basis of Gender.

Gender	Mean	S.D.	No.	t-value	Remarks
Male	80.84	7.15	158	2.23	S
Female	82.40	7.01	302		

From Table:1, it is evident that the t-value is 2.23 which is significant at 0.05 level with $df = 459$. It shows that the mean scores of heroic leaderships of male and female teachers differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of Gender is rejected. Further, the mean score of heroic leadership of female teachers is 82.40 which is significantly higher than that of male teachers whose mean score of heroic leadership is 80.84.

H₀ 2.1: There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Educational Qualifications.

Table No. 2.1: Score of heroic leadership of Secondary school teachers on the basis of Educational Qualifications.

Educational Qualification	Mean	S.D.	No.	t-value	Remarks
B.A./M.A.	79.20	7.35	56	2.56	S
B. A. + B. Ed.	82.16	7.13	185		

From Table 2.1, it is evident that the t-value is 2.56 which is significant at 0.05 level with $df = 240$. It shows that the mean scores of heroic leadership of BA/MA and BA + B.Ed, teachers differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of educational qualification is rejected. Further, the mean score of heroic leadership of BA + B. Ed. teachers is 82.16 which is significantly higher than that of BA/MA teachers whose mean score of heroic leadership is 79.20.

H₀ 2.2: There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Educational Qualifications.

Table No. 2.2:Score of heroic leadership of Secondary school teachers on the basis of educational qualification.

Educational Qualification	Mean	S.D.	No.	t-value	Remarks
B.A. / M.A.	79.20	7.35	56	2.85	S
M. A. + B. Ed.	82.30	6.87	219		

From Table 2.2, it is evident that the t-value is 2.85 which is significant at 0.05 level with $df = 274$. It shows that the mean scores of heroic leadership of B.A. / M.A. teacher and M.A.+ B.Ed. teachers differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of Educational Qualification is rejected. Further, the mean score of heroic leadership of MA +Bed teachers is 82.30 which is significantly higher than that of BA/MA teachers whose mean score of heroic leadership is 79.20.

H₀ 2.3. There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Educational Qualifications.

Table No. 2.3. Score of heroic leadership of Secondary school teachers on the basis of Educational Qualification.

Educational Qualification	Mean	S.D.	No.	t-value	Remarks
B.A. + B. Ed.	82.16	7.13	185	0.2	NS
M. A. + B. Ed.	82.30	6.87	219		

From Table 2.3, it is evident that the t-value is 0.2 which is not significant at 0.05 level with $df = 403$. It shows that the mean scores of heroic leaderships of having educational Qualification B.A.+ B.Ed. teachers and educational qualification of M.A.+ B.Ed. teachers do not differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of Educational Qualification is accepted. Further, the mean score of heroic leadership of M.A.+ B.Ed. qualified teachers is 82.30 which is not significantly higher than that of B.A.+ B.Ed. qualified teachers whose mean score of heroic leadership is 82.16.

H₀ 3.1 There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Teaching Experience.

Table No. 3.1. Score of heroic leadership of Secondary school teachers on the basis of Teaching Experience.

Teaching Experience	Mean	S.D.	No.	t-value	Remarks
3-5 Yrs.	84.70	8.00	161	1.93	NS
5-10 Yrs.	82.86	7.67	115		

From Table 3.1, it is evident that the t-value is 1.93 which is not significant at 0.05 level with $df = 274$. It shows that the mean scores of heroic leaderships of teachers having teaching experience of 3-5 years and 5-10 years teaching experience do not differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of teaching experience is accepted. Further, the mean score of heroic leadership of teachers having 3-5 years is 84.70 which is significantly not higher than that of teachers having 5-10 years of teaching experience whose mean score of heroic leadership is 82.86.

H₀ 3.2: There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Teaching Experience.

Table No. 3.2: Score of Heroic Leadership of Secondary school teachers on the basis of Teaching Experience.

Teaching Experience	Mean	S.D.	No.	t-value	Remarks
3-5 Yrs.	84.70	8.00	161	1.35	NS
10-Above Yrs.	83.48	8.75	184		

From Table 3.2, it is evident that the t-value is 1.35 which is not significant at 0.05 level with $df = 344$. It shows that the mean scores of heroic leaderships of teachers having 3-5 years and teachers having 10-above years do not differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of teaching Experience is accepted. Further, the mean score of heroic leadership of teachers having 3-5 years is 84.70 which is not significantly higher than that of teachers having 10-above years whose mean score of heroic leadership is 83.48.

H₀ 3.3: There is no significant difference between the mean score of heroic leadership of secondary school teachers on the Teaching Experience.

Table No. 3.3: Score of Heroic Leadership of Secondary school teachers on the basis of Teaching Experience.

Teaching Experience	Mean	S.D.	No.	t-value	Remarks
5-10 Yrs.	82.86	7.67	115	0.64	NS
10-Above Yrs.	83.48	8.75	184		

From Table 3.3, it is evident that the t-value is 0.64 which is not significant at 0.05 level with $df = 298$. It shows that the mean scores of heroic leaderships of 5-10 years and 10-above years teachers do not differ significantly. Thus, the null hypothesis that there is no significant difference between the mean score of heroic leadership of secondary school teachers on the basis of teaching

experience is accepted. Further, the mean score of heroic leadership of 10-above years teaching experience teachers is 83.48 which is not significantly higher than that of 5-10 teaching experience teachers whose mean score of heroic leadership is 82.86.

DISCUSSION AND LIMITATION

The National Education Policy (NEP) 2020 emphasizes holistic development in the Indian educational landscape, positioning educators as pivotal agents of change. Within this context, the concept of heroic leadership along with educational qualifications and teaching experience emerges as a vital factor influencing the efficacy of secondary school teachers.

This study highlights how heroic leadership traits positively impact teacher motivation and engagement with ongoing professional development. With educational qualification and teaching experience, teachers in schools led by heroic leaders report higher levels of support, collaboration, and encouragement, which are essential for their professional growth. Furthermore, the alignment of heroic leadership with the principles of NEP 2020 such as the focus on experiential learning and critical thinking suggests that leaders who embody these qualities can effectively navigate the challenges posed by educational reforms.

Limitations

Despite the valuable insights gained from this study, several limitations must be acknowledged. First, the research relies on self-reported data from teachers, which may introduce bias. Teachers might overstate their perceptions of leadership effectiveness or their engagement in professional development due to social desirability.

Second, the sample size, while representative, is limited to specific geographic areas. This may affect the generalisability of the findings across diverse educational contexts in India, where the interpretation and implementation of NEP 2020 can vary significantly.

CONCLUSION

In conclusion, cultivating heroic leadership with educational qualification and teaching experience within secondary schools can significantly contribute to the successful implementation of NEP 2020. Future efforts should focus on developing leadership training programs that emphasize these qualities, alongside ongoing research to explore the multifaceted impacts of leadership on educational outcomes. By prioritizing heroic leadership, educational institutions can better equip teachers to meet the evolving demands of the 21st-century classroom.

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