

CHAPTER V
SUMMARY AND CONCLUSION

5.0. Introduction

Development of knowledge economy, right to education, rapid development in information technology demand adequate dynamic changes in educational system. The success of any society depends upon the quality of teachers, who shape the classroom and its younger generation. It is no expression to say that any system of education can never rise above the level of the quality of its teachers .Education of teachers is of utmost importance to make teaching an effective process. Teacher educators prepare the teachers for their profession and make them competent. No educational reconstruction can take place, effectively, without adequate preparation of teachers. Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of education in terms of level, duration and structure. Reform of teacher education has been one of the abiding concerns in the reports of major education commissions and committees on education. Pandey(2011) observes, efforts have been made to make teacher education curricula responsive to the contextual needs of emerging society, and break the isolation of teacher education institutions . The National Curriculum Framework for Teacher Education (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. Teacher professionalism needs to be instilled in each phase of teacher preparation starting from conceptualisation to evaluation. The teachers were empowered to take their professional development to

new heights as the school culture reinforced the collective responsibility the teachers had for school development (Pandy, 2011). The focus on student achievement is seen by many as the main measure of the effectiveness of professional development (Busher & Saran, 1995; Harris & Muijs, 2005). There is a close link between their leadership and their professionalism and that one reinforced the others (Lunn, 2006). As Murphy (2005) too stated in his work, teacher leadership is about greater empowerment, which expands a teacher's professional status, and therefore teachers can realise their professional worth. Murphy (2005) stated that the development of teacher leadership has an effect both on individual educators and teaching as an occupation, by the way it works to strengthen the professional nature of teaching. The responsibility of leadership is at the heart of teaching (Gardner, 1990; Robertson & Strachan, 2001). Great leaders are responsible for what they do (Gardner, 1990). Effective teachers, like great leaders, are ready to accept responsibility for their students because they believe that they can affect student overall development (Gardner, 1990). Gunter says (2005) "Teacher leadership is also an important concept if teachers are able to work with students for the type of learning they want"

Educational entrepreneurship, capacity building, educational leadership, teacher leadership, and professional development in education are widely used notions in the educational literature especially in educational management. There arise certain pertinent questions to be answered: Do teachers exercise leadership in their educational setting, what kind of leadership they are exercising in educational settings? How can their leadership ability be nurtured while they were in teacher education ?, Which style of leadership is more appropriate in educational settings?, What are the various leaderships behavioural traits, which are the most effective to meet the needs and aspirations of well informed , vibrant student community ? How

the shared vision of education is disseminated to student community to make them highly motivated intellectually stimulated and emotionally secure? How they can be trained for of inculcating effective leadership potential for handing the challenges of higher education of 21st century. In this scenario another question, what kind of leadership is for make transformational change in the educational system. Developments and changes in teacher education and school education mutually reinforce the concerns necessary for the quality improvement of the entire system of education.

Because of large scale reforms and recommendations for revamping teacher education, educational system needs transformational leaders in order to be effective (Caldwell, 1994; Leithwood, 1994). It is argued that transformational leadership is well suited to the challenges of current educational restructuring. Furthermore, transformational leadership has the potential for building high level of commitment in teachers to the complex uncertain nature of educational reforms and for fostering growth in the capacities that teachers must develop to respond positively to the reform agenda (Jantzi & Leithwood, 1996; Berg & Steinbach, 1999). In the same outlook, Leithwood and his associates (Leithwood & Jantzi, 1997, 200; Leithwood et.al.; Leithwood et.al., 1996) have pointed out that in spite of promising results in non-educational setting, there has been a very little research done in the educational settings of this kind of leadership.

In this regard, Leithwood and his associates have strongly argued that more research is needed to understand the effect of transformational leadership in educational settings (Nguni, 2005) Transformational leadership is seen to be sensitive to developing shared vision distributing leadership organizational building and school culture necessary for restructuring effort in schools (Leithwood , Jantzi & Stein

Batch, 1999), thus given the acceptability of the above discussion; it is therefore the study was transformational leadership in teacher education.

Developing teacher leaders requires; defining their responsibilities, providing continuous professional development and acknowledging their role in improving school and student performance. Transformational leadership has been demonstrated as an effective leadership style in Educational scenario (Leith wood & Jantzi, 1999). Transformational leadership is the ability to restructure a school through developing a shared vision, distributing leadership, and empowering teachers and students to positively change academically while building a school climate that will promote successful academic improvement. According to Moolenaar et al., (2010) transformational leadership is positively associated with schools' innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity. Transformational leadership construct contains four components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Gronn, 1996). Teacher leaders have to imbibe these qualities and become transformation leaders in the pre service. Thus, the transformational leadership of Teacher educators is an important revitalizing factor of the Teacher Education System, which in turn rejuvenates educational system. The Transformational teacher educator enunciates with a vision of education in general and teacher education in specific and share it to student teachers , kindle them intellectually, motivate them to put best effort of professional practices so that student teachers to become professionally committed, competent and compassionate

with due care of personal differences. Teacher education programme greatly require transformational teacher educators, with reverberant impressions and influences.

5.1 The Concept of Transformational Leadership

Transformational leadership is concerned with the process of how certain leaders are able to inspire the followers to accomplish more than is usually expected of them by stimulating higher level of needs (Bass & Avolio, 1990.) Transformational leaders stimulate and inspire their followers to achieve extraordinary outcomes and, in the process, develop their followers' own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers needs by empowering them and aligning the objectives and goals of the individual followers, the leader, the group, and the larger organisation (Bass, 1997).

5.1.1 Component of Transformational Leadership

The components of transformational leadership have evolved as refinements have been made in both conceptualization and measurement of transformational leadership (Bass & Riggio, 2007). Bass (1998) described transformational leadership as having four main components: idealised influence; inspirational motivation; intellectual stimulation; and individualised consideration. A brief description of the components of transformational leadership is presented.

Idealised Influence (II)

Transformational leaders behave in a way that allows them to serve as role model for their followers (Bass, 1998). They excite, arouse, and inspire their followers such that the relationship between leaders and followers is based on personal understanding. Followers identify with the leaders and want to imitate them.

Inspirational Motivation (IM)

Transformational leaders behave in ways that motivates and inspires those around them by providing meaning and challenge to their followers' work. Leader inspires them through motivation to become committed to and be part of the shared vision in the organization (Bass, 1998).

Intellectual Stimulation (IS)

Transformational leaders stimulates their followers, efforts to be innovative and creative by questioning assumption, reframing problems, and approaching old situation in a new way(Bass & Riggio, 2007). Leadership supports followers as they attempt novel methods and develop innovative ways of dealing with organizational concerns.

Individualised Consideration (IC)

Transformational leader provides a supportive environment in which they listen attentively to the individual needs of followers as a coach or mentor. This leader treats followers on a one- to- one basis and helps them to grow through personal challenges.

In brief, Transformational leadership is concerned with the process of how leaders are capable to inspire their followers to accomplish more than is usually expected them to do; recognize and attempt to address each follower's needs; act in a way to get trust and admire them; make them to think beyond convention ways.

5.2 Transformational Leadership in Teacher Education

In teacher development, Pre-service is the first step in the ladder of developing professionalism in teachers that is, in turn, dependent on the professional preparation of teachers through well designed teacher education courses suited to the needs of the contemporary educational system. Teacher education has a symbiotic relationship with the school education. Developments and changes in both the sectors mutually

reinforce the concerns necessary for the quality improvement of the entire system of education. Therefore, any reform in educational system should ideally be accompanied by reforms in teacher preparation courses also (Pandey, 2011). The National Curriculum Framework for Teacher Education (2009) has observed that it is obvious that the education and training of a prospective teacher will be effective to the extent that teacher educators who are competent and professionally equipped for the job have delivered it. NCFTE (2009) promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more professional teachers and improve the quality of education. This vision can be realized through training in transformational leadership. The quality of pedagogical inputs in teacher education programs and the manner in which they are transacted to realize their intended objectives depend largely on the professional competence of teacher educators. Teacher training is a profession and teacher education is a process of professional preparation of novice teachers as transformational leaders. Training of leadership qualities is an important aspect of professionalism. Preparing one for a transformational leadership is an arduous task and it involves action from multiple fronts and perspectives.

It is clear that leadership quality has to be nurtured among student teachers in the pre-service teacher education program. This transformational leadership can be inculcated only when teacher educators are having transformational leadership. What is needed is a comprehensive and enduring arrangement for the leadership development of teacher educators and enhancement of the status of education as a discipline. In order to develop novice teacher as a transformational leader, the teacher educator must be a passionate transformational leader. It is the high time to focus on

the transformational leadership in teacher education system. The transformational leadership of teacher educators is explained below.

The Transformational teacher educator articulates with a realistic vision of education in general and teacher education in specific and share it to students, stimulate student intellectually, motivate them to put best effort for professional preparation by giving due attention to individual differences. Teacher education programs greatly require transformational teacher educators, whose everlasting impressions and influences shape the novice teachers to become professionally committed, competent and compassionate. Transformational leadership of teacher educator leaders essentially encompasses Vision, human centeredness inspiration and ethics influence.

Transformational leadership of teacher educators' components are conceptualized based on the teacher educators' professional context. Descriptions of components of transformational leadership of teacher educators are presented as follows.

Idealized Influence

The teacher educator develops a shared vision of education and disseminates among student teachers and system, inculcate sense of mission, instill pride, gains respect, trust, and increases optimism. These teacher educators enliven and inspire student teachers to emulate him/her. This theme is a measure of the extent of student's admiration and respect for the teacher educators.

Inspirational Motivation

Teacher educators inspire student teachers and by helping them to identify their strength, likings and abilities and channelize them towards professional excellence.

Intellectual Stimulation

The teacher educators stimulate student to rethink old ways of doing things and to reassess their old values and beliefs. This component is concerned with the degree to which students are provided with interesting and challenging tasks and seek differing perspectives when solving issues. It promotes applying learning in different perspectives.

Individualized Consideration

The teacher educators coach and mentor, provide continuous feedback and link student teachers attain to educational mission. Individual consideration is a measure of the extent to which the teacher's cares about the individual student's concerns and professional developmental needs. The relationship between job satisfaction and their job transformational leadership was also come under the realm of the present study. The study looked into the intrinsic and extrinsic job satisfaction of teacher educators and how these attributes influenced transformational leadership of teacher educators.

5.3 Research Context

The present study was conducted in the colleges of teacher education (B.Ed. stream) in the state of Kerala. This state has many achievements in its kitty; it is the highest literate state in India; 93.91 % (Census India, 2011) and a center of contemporary education. The state of Kerala has been the pioneer in initiating most of best practices in education. In addition the state had the highest Human Development Index (HDI); 0.790 in the country according to the Human Development Report (2011).

The Kerala society attaches so much importance to education that the school in Kerala is really the nucleus of the social microcosm. Kerala has a rich and

glorious past in culture and education. Traditional education was individualistic and was imparted in the teacher's home or in small academies. Kerala has always been able to maintain the lead it had established long back in the field of education till today. Better education kindles the aspirations of the people and the main concern is on how to improve the quality of education.

Teacher education has undergone historical development since the establishment of Trivandrum Training College. The Trivandrum Training College was opened in June 1911, with both Collegiate and Secondary education Department (Mohanth, 2008). The undergraduate level (B.Ed.), Post Graduate level (M.Ed.) and research programmes are under the academic jurisdiction of various universities in Kerala.

There is one central university, 13 state universities and 3 deemed universities in Kerala (Wikipedia). Among these, University of Kerala, Mahatma Gandhi University and University of Kannur have affiliated Colleges of teacher education (B.Ed. Stream). There are various types of management for colleges of teacher education in the state. They are, Government, Aided, Unaided and University colleges of Teacher Education (UCsTE).

There are 4 Government College of Teacher Education; one among them is Institute of Advanced Studies in Education (IASE) and 17 Aided colleges, 149 Unaided colleges, and 35 University colleges of Teacher education (UCsTE) are under the jurisdiction of these Universities. The basic qualification for getting admission in all these colleges is graduation with 50% marks. The following table shows number of B.Ed. Colleges in the state of Kerala affiliated to various universities.

All the B.Ed. colleges in Kerala are affiliated with the above universities according to the jurisdiction. All the universities have autonomy to design the curriculum and

conduct the examinations whereas the colleges of education under the specific university have to follow the curriculum and other rules and regulation.

5.4 Review of Related Literature

Transformational leaders help followers to grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization (Bass & Baggio, 2006). A research study demonstrated that transformational leadership is important in every sector and in every setting (Avolio & Yammarinpo, 2002). If the transformational leadership is to impart on teacher trainee the teacher educator must possess transformational leadership skills. In addition, many research studies have been conducted on transformational leadership in education and impact of transformational leadership on job satisfaction (Amoroso, 2002; Lee, 2005; Nguni, 2005). Teacher education programme is a catalyst of change in the professional attitude of student teachers. In order to understand the transformational leadership in teacher educators researcher reviewed literature and explored the respective trends and gaps, similarities and differences among various studies related to teacher education, transformational leadership in education, job satisfaction and transformational leadership.

In this study, various studies related to teacher education, transformational leadership in education, teacher job satisfaction, transformational leadership, and job satisfaction are discussed. The review of literature was designed to reflect both local and international trends on researches on transformational leadership, teacher education, and job satisfaction in an educational organizational culture. The researcher has reviewed 114 research studies. This comprises of 27 Indian studies and 87 studies from foreign countries. Studies related to teacher education (24), transformational

leadership in educations (50), teachers / teacher Educators job satisfaction (28), transformational leadership and job satisfaction (12) were reviewed.

From the reviewed studies related to teacher education and role of teacher education for nurturing teacher leadership qualities among novice teachers revealed that Teacher educators are the backbone for school education, who is the producers or mentors of good they will surely produce good teachers for qualitative improvement in school education (Jackson, 2011; McMahon et.al. 2015; Murgel, 2011; Samkange, 2015). These studies also points that the responsibilities of quality of teachers depend upon on the teacher educators and the expectations on the role of teacher educators with the changing times has changed as they are now responsible to prepare future teachers to be lifelong learners and educational workers for a learning society. Many study revealed how teacher leadership development develops in teacher education (Jackson, 2011; Samkange, 2015; McMahon et.al. 2015).

Researchers found that transformational leadership is the most passionate leadership style of educational scenario. Transformational leadership behaviours have a significant effect on three distinguishable components or support characteristics that foster teacher leadership development: developmental focus, recognition, teacher leadership development, and environment (Boateng, 2014; Bolkan and Good boy 2009; Barut, 2012). In addition, the studies on the effect transformational leadership on job satisfaction have been analysed. These results of the studies exhibit that job satisfaction of teacher eventually lead to better organisational climate and student achievement (Dixit, 1986 & Shfeeq, 2003). A few studies also identified transformational practices in teacher education system (Button, 2003; Dennis & Johnson, 2013).

After reviewing the studies, the researcher has not come across any specific study with regard to teacher educators' transformational leadership and specifically teacher

educators' job satisfaction and transformational leadership. Most of the studies reviews were focussed on the transformational leadership of head of the institution. Some studies tried to analyse transformational leadership process of teachers and instructors. It is fact that teacher educators are nurturing these leaders in education in teacher education system. Therefore, the researcher strongly feels that the present study is relevant in the context of transformational leadership of teacher educators in the state of Kerala and draw some implication to general teacher education context.

5.5 Rationale of the Study

Transformational leadership has been demonstrated as an effective leadership style in Educational scenario (Leith woo& Jantzi, 1999). Transformational leadership is the ability to restructure a school through developing a shared vision, distributing leadership, and empowering teachers and students to positively change academically while building a school climate that will promote successful academic improvement. Teacher leaders have to imbibe these qualities and become transformation leaders in the pre service. Thus, the transformational leadership of Teacher educators is an important revitalizing factor of the teacher education system, which in turn rejuvenates educational system. Teacher education programe greatly require transformational teacher educators, whose everlasting impressions and influences. Studies found (Amoroso, 2002 & Nguni, 2005) the impact of transformational leadership of leadership position on job satisfaction of their followers in educational setting. But the researcher has not come across any studies in the area of transformational leadership and job satisfaction in teacher education context. The developments of transformational leadership will optimize the use of the training; generate awareness and think in this direction (Bass, 1995). If the transformational leadership is to impart on student teachers, the teacher educators have to possess

transformational leadership skills. The review of the related studies revealed that very few studies are conducted in the teacher education and more over research studies on the competencies of teacher educators, leadership role and the task responsibility area of teacher educators are not found much in the literature. Thus, it is important to study transformational leadership of Teacher educators and its influence on student teachers. The research is designed as a survey one for studying the extent of Transformational Leadership among teacher educators .Transformational leadership of teacher education is vital for professional preparation of student teachers. Now, it is essential to study transformational leadership of teacher educators, as they perceive and to study the perception of student teachers on the transformational leadership of teacher educators. Realizing the importance of job satisfaction as a factor for contributing transformational leadership, this study envisages to find out the relationship between job satisfaction of teacher educators and their job satisfaction Such insights provide the base to understand the perception of stakeholders and redesign the professional context of teacher education at all levels.

This study will open vistas of thinking about transformational leadership in teacher education system. The results of the present study provide management of colleges of teacher education, policy makers, and ministry of education to a new insight into transformational leadership in education and modify the approach of curriculum transaction in teacher education system. Therefore, the present study was conducted with the following research question in mind and to explore the answers.

5.6 Research Questions

Several pertinent research questions have emerged in the area of teacher education during the conceptualization of the research problem and the review of the related literature. Major research questions are as follows:

1. What extent teacher educators influence the attitude and the professional?

- competencies of student teachers?
2. Whether the teacher educators exhibit any leadership style in their Work environment?
 3. Whether the transformational leadership of teacher educators affect the teacher preparation?
 4. Does the type of institution influence the transformational leadership of teacher educators?
 5. Whether there exists any relationship between job satisfaction and transformational leadership of teacher educators.
 6. Whether the teacher educators' leadership has any scope for developing leadership ability among student teachers?
 7. What is the perception of student teachers on their teacher educators?

Based the above research questions, the researcher has formulated the research problem as follows.

5.7 Statement of the Problem

A Study on the Transformational Leadership of Teacher Educators in the State of Kerala.

5.8 Objectives of the Study

1. To study the transformational leadership of teacher educators with respect to gender, academic qualifications, designations, teaching experience and type of management in which they work.
2. To study the Transformational Leadership of teacher educators as perceived by the student teachers with respect to gender, age, academic background and type of management in which they are pursuing the course.

3. To compare the transformational leadership of teacher educators as perceived by the teacher educators and the student teachers.
4. To study the relationship between the job satisfaction of teacher educators and their transformational leadership behavior.

5.9 Explanation of the terms

1. Transformational Leadership:

Transformational leadership refers to the leadership behavior essentially encompass the intuition (vision), influence orientation, student orientation, motivational orientation, and ethical (values) orientation. According to Avolio, Bass and Jung (1997) transformational leadership construct contains four components—idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

2. Job Satisfaction

Job satisfaction is the positive or pleasing emotional state resulting from the appraisal of one's job experience. It is a general attitude towards the job, the difference between the amount of rewards employee receive and the amount they believe they should receive.

3. Teacher Educators

The word teacher educators refers to Lecturers, Assistant Professors, Associate professors and Professors working in B.Ed. program at different type of colleges of teacher education (Govt. , Aided, Unaided and UCsTE) in the State of Kerala.

5.10 Delimitation of the Study

The study was delimited to govt., aided, unaided and UCsTE colleges of teacher education affiliated to Mahatma Gandhi University, Kottayam and University of Kerala, Thiruvananthapuram in the state of Kerala.

5.11 Design of the Study

The present research study employed a descriptive, quantitative research design to explore transformational leadership characteristics of teacher educators. In particular, the study utilized normative survey research method for data collection. The objective was thus to describe a given state of affairs regarding transformational leadership characteristics of teacher educators within a specified context

5.12 Population of the Study

The population of the study consists of all teacher educators and student teachers of B.Ed. stream in Teacher Education Collages, which are afflicted to various Universities, such as Kerala University, Mahatma Gandhi University, Calicut University and Kannur University in the state of Kerala. There are 205 college of teacher education in the state of Kerala.

5.13 Sample of the Study

Colleges of teacher education (B.Ed. stream) which were affiliated to University of Kerala and Mahatma Gandhi University based on the type of management were selected by stratified random sampling method. Six to ten teacher educators and fifteen student teachers were selected from each teacher education college through simple random sampling method. A total of 404 teacher educators and 825 student teachers were selected as the sample of the study.

5.14 Research Tools

In order to collect the required and authentic data, the researcher used the following research tools. Expert in the concerned field validated all research tools.

1. Transformational Leadership Descriptive Questionnaire (TLDQ)

In this study, the researcher developed Transformational Leadership Descriptive Questionnaire (TLDQ) in the form of a five point rating scale. This questionnaire helped to understand teacher educators' perception on their transformational leadership style, in the form of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

2. Teacher Educators as Transformational Leaders: A Questionnaire for

Student Teachers

A Questionnaire for student teacher was also developed by the researcher for identifying the perception of student teachers' perception on transformational leadership of teacher educators in the form of five point rating scale. This questionnaire was administrated among the student teachers to find student teachers' perception in the various transformational leadership components of teacher educators, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

3. Job Satisfaction Questionnaire of Teacher Educators (JSQTE)

Job Satisfactions Questionnaire for Teacher Educators (JSQTE) was developed by the researcher in the form of five point rating scale. This questionnaire was administrated among the teacher educators in order to find their job satisfaction components, intrinsic and extrinsic job satisfaction.

5.15 Data Collection Procedure

Researcher had obtained prior permission from the heads of the Institutions of the sample groups. Researcher had personally visited all the colleges the collected data. During the process of data collection, the researcher could interact with the teacher educators and student teachers and discussed about the transformational leadership in teacher educators. The data was collected during the academics year 2013-2014.

5.16 Data Analysis Procedure

Quantitative research design was used to analyses the data. In this study, the data collected through questionnaire were in interval scale. The data was coded as per the norms developed and analyzed through SPSS. The descriptive statistics viz: mean, standard deviation and standard error were used to describe the status of different variables in the study. One sample t test was used to describe the significance of the data. Independent sample t-test: was used for finding out significance of difference between means of different variables of the study. One way ANOVA was used to study the variations where there were more than two groups for comparison in each instance. The Pearson product moment correlation was used to find out relationship between job satisfaction and transformational leadership of teacher educators. Multiple Regressions was used to predict the influence of job satisfaction on transformational leadership of teacher educators.

5.17 Major Findings of the Study

The findings of the study are drawn by analyzing the questionnaires, which were administered among teacher educators and student teachers. The major findings are presented under the following sub titles:

- a. Transformational Leadership of the teacher educators as perceived by themselves
- b. Transformational leadership of teacher educators as perceived by the student teachers
- c. Comparison of the transformational leadership of teacher educators as perceived by themselves and the student Teachers
- d. Relationship between the job satisfaction of teacher educators and their transformational leadership.

5.17.1 Transformational Leadership of the Teacher Educators as Perceived by Themselves

The following are the major findings from the analysis of Transformational Leadership Descriptive Questionnaire (TLDQ) conducted among the teacher educators about their perceived transformational leadership.

- It was found from the study that teacher educators in the state of Kerala were exercising transformational leadership moderately. They were exercising idealized influence, inspirational motivation, and individualized consideration moderately except intellectual stimulation.
- The study revealed that irrespective of gender, academic qualification, teaching experience as the teacher educators, designations and the type of management in which they work, the teacher educators were exercising moderate transformational leadership.
- The study revealed that the higher the academic qualifications of teacher educators the higher their transformational leadership.

- It was observed from the study that the more the teaching experience of teacher educators higher in exercising transformational leadership.
- It was found from the study that teacher educators who belong to the higher designation were exercising higher transformational leadership than the teacher educators of junior designations.
- It was found from the study that irrespective of type of management in work place, the teacher educators were exercising moderate transformational leadership, whereas teacher educators of the govt. and aided colleges were exercising higher transformational leadership than that of the unaided and UCTE.

5.17. 2 Transformational Leadership of Teacher Educators as Perceived by the Student Teachers

The following are the major findings from the analysis of the questionnaire ‘Teacher Educators as transformational Leaders: A Questionnaire for Student Teachers.’

- The study revealed that the student teachers perceived transformational leadership of teacher educators as low.
- The study found that the student teachers perceived teacher educators were exercising low idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.
- It was found from the study that irrespective of gender, age, type of management in which they study and academic back ground, the student teachers perceived transformational leadership of teacher educator as low. The gender differences, age differences, academic background and type of management in which they study did not have any influence on their perception on the transformational leadership of teacher educators.

5.17.3 Comparison of Transformational Leadership of Teacher Educators as Perceived by Themselves and Student Teachers

The following findings show transformational leadership of teacher educators as perceived by the teacher educators and the student teachers.

- It was observed from the study that the perception of student teachers and perception of teacher educators differed in transformational leadership of teacher educators. The teacher educators perceived they were exercising moderate transformational leadership, whereas the student teachers perceived teacher educators were exercising low transformational leadership.

5.17.4 Job satisfaction of Teacher Educators and their Transformational Leadership

The following are the major findings from the correlational analysis of job satisfaction and transformational leadership of teacher educators.

- It was found that job satisfaction of teacher educators had substantial positive correlation with their transformational leadership. It indicates teacher educators with higher job satisfactions tend to have higher level of transformational leadership. When categories of the job satisfaction were considered the intrinsic job satisfaction was highly correlated with transformational leadership scores than that of extrinsic job satisfaction.
- It was found the study that the job satisfaction of teacher educators accounted for significant contributing factor in their transformational leadership. Out of the two components of job satisfaction, the intrinsic job satisfaction was the positive and significant predictor of the transformational leadership of teacher educators.

5.18 Discussion

Transformational leadership of teachers is very important to student achievement, professional development and emotional wellbeing. Over the past, two-decade research in transformational leadership especially transformational leadership has acquired prominent place in educational research. Transformational leadership is the mostly coincide with teacher leadership style. This study was design to explore the transformational leadership of teacher educators in the state of Kerala. The state of Kerala is one of the prominent educationally advanced states in India. The researcher has tried to identify various characteristics of transformational leadership of teacher educators in the context of teacher educator, student teachers interaction and study the transformational leadership behaviour of teacher educators as perceived by teacher educators and student teachers and the relation between job satisfaction and transformational leadership of teacher educators.

The study revealed several interesting findings which need further discussion and elaborations in the light of recent reforms of teacher education. Researcher analyzed transformational leadership style of teacher educators and its components with respect to various demographic variables. It was found that teacher educators in the state of Kerala perceived they were exercising moderate transformational leadership, whereas they perceived they were exercising low intellectual stimulation. It is a satisfactory result to note, as it is factor, which is affecting the effective teacher leadership of teacher educators as well as teacher leadership development of student teachers. Teacher educators' perception of possessing the attributes of role model, motivator and mentor or coach is a good indicator of effective teacher educators. These are essential qualities needed for those are engaged with student teachers to mold them in to professionally fit and efficient novice teachers who can handle the challenges of educational system. In this occasion, there arises a question why

teacher educators perceived comparative lower intellectual stimulation as a characteristic of transformational leadership. It is a general perception that those who are in teaching profession are utilizing less intellectual daring in their profession. Whether teacher educators are less rational and more of emotional? Why candidate with high intellectual caliber are not attracted to teaching profession, especially as teacher educators. Whether the low status given to teaching profession is the reason for this issue? These questions need further probing. Policy makers and educational leaders need to look into these pertaining issues.

It is generally believed that the male teachers possess more leadership ability than female. But here gender has no relevance in exercising transformational leadership. Teacher educators irrespective of gender can contribute equally for the teacher leadership development and self-efficacy of their student teachers.

However, academic qualification, years of experience of teacher educators and designation are influencing in exercising transformational leadership. It was found from the study that the higher the academic qualification the higher in exercising the transformational leadership. Generally, when the qualifications advance, the practical knowledge, professional skills are sharpened and develop passion towards profession. They are empowered more through the exposure of higher academic accomplishments. In addition, it may boost their teacher leadership attributes, which eventually they exhibit some kind of superiority in exercising leadership abilities than that of less qualified. The result is a good motivator for those who are less qualified to put their efforts to empower themselves in academics.

Likewise, more the years of experience as teacher educators, the more would be in exercising transformational leadership. This result is a congruity to the proverb

“Practice makes a man perfect”. It is also a noted concept that the level of experience helps a professional in attaining higher level of professional accuracy as experience helps in doing things perfectly in lesser time and little efforts. Though constant collaboration with professional development practices experienced teacher educators’ perception of their transformational leadership style is developed than that of less experience teacher educators. It is a good indicator of teacher leadership development, if teacher educators are being provided with a kind of professional development environment there would be chance of improving leadership development.

Another major finding of the study was the differences in exercising transformational leadership style with regard to type of management in which teacher educators’ work. It was found that teacher educators in govt. and aided college teacher educators perceived transformational leadership significantly more than that of teacher educators of unaided and University colleges of Teacher Education (UCsTE).In this juncture, it is the phase to discuss the nature of appointment , salary and other benefits ,promotional chance have any effect on exercising transformational leadership . These findings can be eye opener stakeholders of teacher education. Generally, after opening up teacher education to unaided sectors players, most of the colleges of teacher education are managed either by private concern or by government bodies under self-financing mode. Their main aim is to make maximum profit with less investment. The teachers are appointed in this institutions based on temporary or contract basis with or without required qualification put forward by NCTE. Private and university managed self-financing teacher education institution management do not encourage in exercising professional practices especially teacher leadership. They mold the system in such a way that teacher educators are servant to

investors of the teacher educational system. Academic freedom, autonomy for teacher educators are very limited in this institution. Therefore, there is a general inferiority complex developed among teachers working in this type of system. Even if they are exercising leadership practices, it is not because of extrinsic motivation but by intrinsic motivation. As mentioned earlier remuneration and other benefits are meager in this kind of institution. Naturally, they perceived less transformational characteristics than teacher educators working in government and aided teacher educational institutions. In government and aided teacher education institution the nature of appointment is permanent in nature. They are getting all benefits from government. Greater academic autonomy, financial freedom and high self-esteem in their professional life make them perceive higher level of transformational leadership among teacher educators working in government and aided colleges. However, the reality is that most of the student teachers are being trained in the unaided and university colleges of teacher education in the State of Kerala. What kind of motivation and teacher leadership practices they are getting from these institutions under the care of less qualified, less motivated teacher educators is an issue to be pondered in this situation. Authorities are very keen about teacher education and a lot of reforms are being initiated recently in India. Implementation of new policies and programs are quite welcome for revamping teacher education in India. But how to improve the status and job satisfaction of teacher educators of this unorganized sector has not got due attention. Govt. and policy makers need to look into this situation and come up with ample solutions for this indolent situation.

The real evaluators of teachers are their students. The perception of students regarding the potential of teachers is to be counted positively. Then only the real

picture will be revealed. It was found from the study that student teachers perceived transformational leadership style of teacher educators as low. In addition, they perceived transformational leadership components idealized influence, inspirational motivation, intellectual stimulation and individual consideration as low. This study led to a dichotomy in the perception of transformational leadership of teacher educators by teacher educators and student teachers. Teacher perceived that exercise moderate transformational leadership whereas student teachers perceived it as low. Therefore, there is the need of introspection on the exercising of transformational leadership of teacher educators. This is serious issue to look into the professional practices of transformational leadership in teacher education institution in Kerala. Many question to be asked based on this findings. Whether teacher educators just presume that they are exercising transformational leadership? Do they are under self-deception? Why doesn't transformational leadership ability of teacher educators assimilate to student teachers? What is the reason for this dichotomy in perception of teacher educators and student teachers? Is it something wrong? The researcher believe that more intense study to be conducted for understanding profession practices of teacher educators and how student teacher perceive the result of these professional practices.

Teacher educators assumed that they are role modelers, motivate and personal care taken of student teachers. However, the results show conversely. Teacher educators, policy makers and administrator must look in this logjam and make a self-introspection in professional practices in teacher education institutions and corrective measure may be taken to bridge the gap between leadership practices and how student assimilate professional skills and practices. In order to get clear picture

student teacher perception on teacher educators' transformational style, the further discussion based on demographic variables would be benefitted.

It is interesting to note that there is no significant difference between the student perceptions on transformational leadership of teacher educators with regard to gender, academic background and age of student teachers and type of management in which they study. Generally, it is perceived that age and higher academic background make difference in perception on a particular issue, but in this study it was found that student teachers irrespective of these demographic variables perceived transformational leadership of teacher educators not differently, and also they considered low transformational leadership on whole and its component wise. Student teacher of all these colleges perceived low transformational leadership attribute among teacher educators. In many of unaided teacher education, institution and UCsTE teacher educators are being changed even during one academic semester, due to many reasons. In addition, less extrinsically motivated, less qualified, frustrated teacher educators are training these students. A dissatisfied teacher educator can become irritable and may create tensions that can have negative influence on the student teacher's learning process and it consequently affects their academic growth. In order to make job satisfied and committed to profession there is need for strong and effective motivation both intrinsically and extrinsically From the above study it can be concluded that all teacher educators unaided and University College of Teacher Education (UCsTE) teacher institutions have shown comparative lower job satisfaction The deprived working environment, insufficient infrastructure, poor salary structure, job insecurity, non-guaranty of increment and no scope provision for promotion etc. are increasing stress and anxiety among the teacher-educators of these teachers education colleges. Naturally, they are also not working enthusiastically because of low of intrinsic job satisfaction. Therefore, the

student teachers of such institutes are not performing according to their potentiality. This would evenly affect student teachers perception on teacher educators' transformational leadership. Even though this is the situation in unaided and UCsTE, there is a pertinent question 'why did student teacher in govt. and aided teacher education institution perceive low transformational leadership attribute to teacher educators?' This issue opens up a vista of research subject to be studied and analyzed in detail.

Researcher analyzed the impact of job satisfaction of teacher educators on the transformational leadership. The job satisfaction total score showed a positive and strong correlation with transformational leadership of teacher educators. The detailed relationship suggests that the components of intrinsic motivation has the strongest correlation which implies the more recognized, achieved , professionally developed teacher educators , the higher their transformational leadership. It was also found that extrinsic job satisfaction have significant correlation with their transformational leadership composite score and its components idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This relationship implies that the more teacher educators get congenial organizational culture, appropriate salary and other remuneration and good collegial relationship the higher the transformational leadership and its components idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

This study also attempted to determine the impact of the two components of job satisfaction on the transformational leadership of teacher educators. Intrinsic job satisfaction was a positive predictor of transformational leadership of teacher educators. It is obvious that intrinsic job satisfaction is what drives transformational leadership of teacher educators. These results indicated that teacher educators who

are having the characteristics of professional development oriented, moral and professional accountability and recognized tend to exhibit transformational leadership characteristics. What are the components for enhancing intrinsic job satisfaction? How to improve the intrinsic job satisfaction of teacher educators? All these questions have to be pondered for further deliberations.

It can be concluded from the above discussion that teacher educators are the backbone for developing quality in educational system. The attribute of transformational leadership enable them to be role models, motivator and rational and creative and friendly. Job satisfaction especially intrinsic job satisfaction is key ingredient to enhance transformational leadership of teacher educators. By promoting intrinsic job satisfaction transformational leadership would naturally be enriched. Authorities and policy makers need to reflect on this matter and find the ways and means to provide positive ambience in teacher education system, which enable teacher educators to unfurl their professional potentials.

5.19 Implications of the Study for Improved Practice on Transformational

Leadership of Teacher Educators

The findings of the study are relevant for the leadership development of teacher educators in India. The study revealed that the perceptions of teacher educators and student teachers on the transformational leadership of teacher educators are quite different. There is a perception gap is really look into closer reflection regarding the existing professional practices and standards of teacher education. The study also throws lights up on the relevance of job satisfaction especially intrinsic job satisfaction as a contributing factor of transformational leadership of teacher educators.

There are a number of implications that arise from the results of this study for the development of transformational leadership among teacher educators. The following are the implications of the study for improved transformational leadership practices of teacher educators.

Teacher education programmes need to be flexible enough to ensure that by the unfolding of curriculum transaction the development of leadership skills among teacher educators and student teachers simultaneously. Transformational leadership training for teacher and student teachers are to be part and parcel of the teacher educational programme and it would be an excellent means to initiate and sustain the process of professional development. Teacher educators and student teachers need to provide ample opportunities to exercise leadership in teaching education context.

For teachers and teacher educators series of workshops incorporated into in-service training would be a good way to introduce principles and concepts of transformational leadership. In this case, peer coaching, action learning circles, and reflective and reflexive groups may be helpful as teachers experiment and implement new ideas of classroom leadership in the form of transformational leadership style as their professional practice.

University level courses in transformational leadership can be offered through departments, which would serve both undergraduate and post graduate programs in education. Such courses would reach both practicing teachers educators, who can join there as part time.

Administrators and principals who are engaging in educational leadership position need extend the scope of leadership to include teacher educators, not only as “workers,” but also as educational leaders.

Job satisfaction is a key ingredient to enhance transformational leadership of teacher educators. Therefore, it is essential to develop positive organizational culture in teacher education system.

The study emphasis on the need for developing research based teacher educators' transformational leadership development programme .The focus of the teacher leadership development programme focus on novice teacher educators with emphasis on development of characteristics of transformational leadership idealised influence, inspirational motivation, intellectual stimulation and individual consideration.

National Council for Teacher Education (NCTE) needs to reflect on developing professional standards and norms for teacher education. This would ensure teacher educators to get acquaintance to the high level professional practices including transformational leadership.

In order to fulfil the objective of national missions - Education For All (EFA), Right To Education (RTE), Universal Literacy (UL), Women Empowerment, Girl Child Education, Clean India, Digital India etc. teachers have to be social entrepreneurs. They exercise leadership not only in institutional context but extent to society in the form of leadership role as resource persons, mentors and coaches young generation to make transformative change in society. Transformational leadership enhancement would enable teachers to be transformative agents in the society.

The teacher educators may implement periodical conducting Students' Evaluation of Teachers (SET) with the emphasis of transformational leadership characteristic to analysing the performance of teacher leadership.

5.20 Suggestions for Further Research

Although this study has provided some insight into the transformational leadership among teacher educators in the state of Kerala, the research findings reveal several areas where further research will benefit the theory and practice of transformational leadership and its development. Following recommendations for further research will particularly helpful, in order to achieve more clarity in transformational leadership of teacher educators as a professional Practice.

This study needs to be replicated with different participants in order to continue to clarify both the theory and practice of transformational leadership development among teacher educators and academic administrators of teacher educational institutions.

This study is focussed on the transformational leadership of teacher educators. Through this study, the status of transformational leadership of teacher educators is identified. Further, a study can be conducted on how to enhance the transformational leadership of teacher educators and novice teachers.

In-depth case studies can be conducted among transformational teacher educational leaders and identify their leadership characteristics in their personal and professional context. Further studies can be conducted how these characteristic can be developed among teachers.

Intrinsic job satisfaction has positive impact on transformational leadership. Studies can be conducted to find the factors contribute to the intrinsic job satisfaction of teacher educators.

Impact of teacher educators' transformational leadership on student teachers' academic achievements, character, professional commitment, and compassion can be studied.

5.21 Concluding Thought

Teachers are considered as leaders for change in society. Researches (Silva et.al 2000; Gary 2010; Hammond et al. 1995) support that teachers are assuming leadership roles. Transformational leadership has been demonstrated as an effective leadership style in educational system (Felfe &Schyns, 2004). Pounder's (2008) study found that teachers preferred transformational leadership because it facilitates and supports change, encourages teachers to be leaders, encourages professional development and supports collegial work. Teacher leadership development should begin in Pre-service teachers. They should understand not only the role of a teacher leader but also why it is important that they strive to become one. It is clear that those leadership characteristics to be trained in pre-service period. The developments of transformational Leadership will optimize the use of the training; generate awareness and think in this direction (Bass, 1990). If the transformational leadership is to impart on student teachers the teacher educators must possess transformational leadership skills. The purpose of this research was to study the transformational leadership of teacher educators in the state of Kerala, and present the findings of the study that are relevant to draw implication to the effective leadership development of teacher educators in general. The findings of the study may be used to better understand what factors contribute to the transformational leadership, especially intrinsic job satisfaction, which enable to design the teacher education programme through giving more emphasis on the development of intrinsic job satisfaction in teacher education system. In addition, the results of the study highlighted the differences in the perception of teacher educators, and student teachers' perception on the transformational leadership of teacher educators. In this juncture teacher educators' need to introspect why and how they and student teachers perception was different.

Teachers' educators have to ponder on how this difference can be narrowed. Continuous feedback from student teacher about the exercising of transformational leadership by the teacher educators would be essential for bridging the perception gap.

This is a novice endeavour towards studying the transformational leadership of teacher educators. It is the researcher's hope that the findings of this study would provide useful insight into the issues surrounding the development of transformational teacher educators, who can accomplish extraordinary things in teacher education, which would eventually make transformative change in education system. Although we still need to know more about transformational leadership of teacher educators, if we wish to develop teacher educators to their fullest potential. The researcher hope that administrator and policy makers in India take heed of the implications of this study and apply its findings to further research on leadership development and in the direction of proper trainings or programs that related to the development of transformational leaders.