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APPENDIX I



Centre of Advanced Study in Education
The Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara -390 002
Phone no.0265 2795516- 2792633 Fax no. 0265 2795516

To
The Principal

Date:

Respected Sir/Madam

Subject: Permission for data collection for Doctoral Research

I am pursuing my doctoral study titled "A Study on the Transformational Leadership of Teacher Educators in the State of Kerala" under the guidance of Prof. K. Pushpanadham, Department of Educational Administration. In this regard kindly allow me to administer research tools on the Teacher Educators & Student Teachers of your Institution. The data collected will be used only for my research purpose. I assure that the identity of the college will be kept confidential.

Thanking you

Sincerely

Jaison Mammen
Research Scholar

Through

Prof. K. Pushpanadham
Research Guide

Prof. S.C. Panigrahi
Head, CASE

Prof. R.G. Kothari
Dean

Faculty of Education & Psychology

DEAN

FACULTY OF EDUCATION & PSYCHOLOGY

THE M. S. UNIVERSITY OF BARODA

HEAD
Centre of Advanced Study in Education
Department of Education
Faculty of Education & Psychology
The M. S. University of Baroda
Vadodara

APPEDIX II

PROF. K. PUSHPANADHAM

Department of Educational Administration

Faculty of Education and Psychology

The M.S University of Baroda, Vadodara-390 002

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E-mail:Pushpanadham@gmail.com



To

Date: 14/11/2013

Sub: Validation of Research Tools

Ref: Ph.D. study titled “A Study on the Transformational Leadership of Teacher Educators in the State of Kerala”

Dear Sir/ Madam

Mr Jaison Mammen is my doctoral student working in the area of Transformational Leadership of Teacher Educators. He has developed Transformational Leadership Descriptive Questionnaire (TLDQ), Job satisfaction Questionnaire of Teacher Educators (JSQTE) and Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers to study the perception of student teachers on the transformational leadership of teacher educators.

You are requested to go through the draft questionnaires and provide your feedback and specific suggestions to improve. The tool validation report for your comments and the details of the study are enclosed for your ready reference. An early response in this regard is highly appreciated.

Thanking you

Yours Sincerely

Prof. K. Pushpanadham
Research Guide

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

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 student teachers.
4. To study the relationship between the job satisfaction of teacher educators and their transformational leadership.

Research Tools

1. Transformational Leadership Descriptive Questionnaire (TLDQ) for Teacher Educators.
2. Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers to Questionnaire for Student Teachers.
3. Job satisfaction Questionnaire of Teacher Educators (JSQTE)

Explanation of the Terms

1. Transformational Leadership of Teacher Educators

The Transformational teacher educator articulates with a realistic vision of education in general and teacher education in specific and shares it to students, stimulates students intellectually, motivates them to put best effort for professional preparation by giving due attention to individual differences . Transformational leadership of teacher educators essentially encompasses Vision, human centeredness inspiration and ethics influence. Transformational leadership construct contains four dimensions—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.

Components of Transformational Leadership and Job satisfaction of Teacher Educators

Components of TL& Job Satisfaction	Description
Idealized Influence	The teacher educator provides vision and a sense of mission, instills pride, gains respect, and trust & increases optimism. This dimension is a measure of the extent of student teachers' admiration and respect for the teacher educator.
Inspirational Motivation	The teacher educator acts as a model for student teachers, communicates a vision and uses symbols to focus efforts. This dimension is a measure of the teacher educator's ability to engender confidence in Teacher Educator teachers' vision and values.
Intellectual Stimulation	The teacher educator stimulates student teachers to rethink old ways of doing things and to reassess their old values and beliefs. This dimension is concerned with the degree to which students are provided with interesting and challenging tasks and encouraged to solve problems in their own way.
Individualized Consideration	The teacher educator coaches and mentors, provides continuous feedback and links student teachers' needs to the teacher professional mission. Individual consideration is a measure of the extent to which the teacher educator cares about the individual student's concerns and developmental needs.

Intrinsic job satisfaction	It refers to employees' level of satisfaction with the various features of associated with the job itself. This involves accomplishment, appreciation, career development, personal accountability and openings for personal and professional development.
Extrinsic job satisfaction	Extrinsic job satisfaction refers to employees' level of satisfaction with various factors associated with the organizational climate, which includes, financial benefits and other remunerations, organizational climate, supervision, organizational policies, job security and relationship with associates.

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

Research Tools validation Report Form

Name:

Designation:

I. Relevance of the statements

Specific Observations:

II. Presentation of the Statements

III. General Observations

IV. Suggestions for Improvement

Signature

Date:

APPEDIX III

LIST OF EXPERTS CONSULTED (TOOLS VALIDATION)

Prof. S. Kumar	Professor Emeritus, Faculty of Education and Psychology, The M.S university of Baroda, Vadodara
Prof. D. R Goel	Professor Emeritus, Faculty of Education and Psychology, The M.S university of Baroda, Vadodara
Prof. R.S. Mani	Professor, Faculty of Education and Psychology, The M.S university of Baroda, Vadodara
Prof. M.U Paily	Professor , Regional Institute of Education(RIE) , Mysore, Karnnatka
Prof. A. Sudharma	Professor, School of Pedagogical Sciences, Mahatma Gandhi University Kottayam , Kerala
Dr. Jayasree P.	Associate Professor, School of Pedagogical Sciences, Mahatma Gandhi University Kottayam , Kerala
Dr. K.S Joseph	Rtd. Associate professor , Faculty of Education and Psychology, The M.S university of Baroda, Vadodara
Dr. Mathew T.K	Principal, Titus 11 Teacher Education College, Thiruvalla, Kerala
Dr. Shajimon P.P	Assistant professor, St. Thomas Training College , Pala, Kerala
Dr. Divya C. Senen	Assistant Professor, S. N College of Teacher Education, Nedukanda, Varkala, Kerala
Ms. Therese Joseph	Assistant Professor, Mt. Carmel College of Teacher Education, Kottayam Kerala
Ms. Pearly Jacob	Lecturer in English, M.G.U.C.T.E, Thottakad, Kottayam , Kerala

APPEDIX IV



**Centre of Advanced Study in Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara -390 002**

Sir/Madam

I have taken up a research study titled “*A Study on the Transformational Leadership of Teacher Educators in the State of Kerala*” as a student of the Ph.D. program at the Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. For this study purpose, two questionnaires were developed for Teacher Educators viz., Transformational Leadership Descriptive Questionnaire (TLDQ) to identify their Transformational Leadership style and Job Satisfaction Questionnaire of Teacher Educators (JSQTE) for identifying their Job satisfaction.

While responding to the Questionnaires, feel free and be assured that this would be very confidential and will be used only for research purpose. Your cooperation will be highly appreciated.

Thanking you.

Sincerely

Prof. K. Pushpanadham
Guide
Department of Educational Administration

Jaison Mammen
Research Scholar

Section A

Transformational Leadership Descriptive Questionnaire (TLDQ)

Please, give your answer by putting a tick (✓) in the appropriate box or write Your answer in the space provided

1. Gender: Male Female
2. Educational Qualifications:
 P.G + M.Ed. P.G + M.Ed. + NET P.G + M.Ed. + Ph.D. P.G + M.Ed. + Ph.D +NET. Any Other Specify _____
3. Designation: Lecturer Assistant Prof. Associate Prof. Professor
4. No. of years' experience as Teacher Educator: _____
5. Type of Institution :
 Govt. Govt. Aided Un-Aided UCTE
6. University: Kerala University Mahatma Gandhi University
7. Whether teaching is your first choice as a Profession: Yes No
If no what _____

Instructions:

Teacher Educators exercise leadership in the Institution. The following statements describe your leadership style as Teacher Educator. You are requested to read each statement carefully and choose the appropriate response by putting tick mark (✓). Your frank and fair response will help in identifying your leadership style as a Teacher Educator.

Statements	Never	Rarely	Some times	Often	Always
1. I exhibit reflective direction on the instructional practices in the class room					
2. I inspire student teachers to become good teachers.					

Statements	Never	Rarely	Some times	Often	Always
3. Students trust me in difficult and challenging situations.					
4. I read many professional literatures to improve my teaching.					
5. My students follow my principles to realize my vision.					
6. I get students to rethink ideas they had not previously challenged.					
7. I develop students' intrinsic motivation to achieve success in various tasks.					
8. I scaffold each student to develop teaching competency.					
9. I discuss my values and beliefs with students and colleagues.					
10. I seek differing perspectives while solving problems.					
11. I am trying to create futuristic vision of Education					
12. I make students feel proud of being associated with me.					
13. I make tasks clear to students					
14. I talk enthusiastically about the varied needs to be accomplished.					
15. I stress the need of having a strong motive.					
16. I prefer individual learning opportunities for developing professional skills among students.					
17. I work selflessly for the well-being of students.					
18. I give due respect to students as individuals rather than as just members in a class.					
19. I expose myself in a way to get the respect from others.					
20. I am ready to accept the moral consequences of my actions.					
21. I exercise power and exhibit confidence in my profession.					
22. I articulate a compelling vision for brining transformation through education.					

Statements	Never	Rarely	Some times	Often	Always
23. I take due care the individual differences of students.					
24. I encourage students to think divergently while solving a problem.					
25. I help students to develop their potentials through proper guidance.					
26. I suggest reflective ways of working to complete the given tasks.					
27. I believe the importance of developing a group sense and common mission.					
28. I apply power and exhibit confidence in my profession as per context.					
29. I direct each student to do more than what is expected.					
30. I encourage students to desire for success.					
31. I used to inspire students to work hard for goal attainment.					
32. I engage with colleagues and lead the group to bring transformation.					

Section B

Job Satisfaction Questionnaire of Teacher Educators (JSQTE)

Instructions:

The following statements reflect the level of your satisfaction with regard to the Teaching profession. You are requested to read each statement carefully and choose the appropriate response by putting tick mark (✓).

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The teacher educator profession provides me with a chance to get recognition form the society.					
2. I like my profession because of the way community and students treat me with respect.					
3. The teaching profession provides me with the opportunity to do things that go according to my wish or will.					
4. I feel proud in preparing teachers for schools.					
5. I enjoy my profession					
6. My profession as a teacher educator is challenging and creative					
7. I feel my abilities are being used in my profession.					
8. I make use of all the resources available in the institution					
9. I am happy with the college administration.					
10. I am happy to do any assigned work to me.					
11. I am given freedom to make decisions with the given responsibilities.					
12. I realize the aims of teacher education.					
13. I prepare thoroughly for classroom demonstration.					
14. I am proud of my institution.					
15. I receive due recognition for my effort.					
16. My institution has a conducive teaching learning environment.					

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17. The Teaching profession provides me with steady as well as security of employment.					
18. I am satisfied with the educational reforms in teacher education.					
19. I am happy with work allotted to me.					
20. My principal duly acknowledges me.					
21. I want my children to join teaching profession.					
22. I am proud to be a teacher educator.					
23. A pleasant and friendly atmosphere exists between my colleagues and me.					
24. My colleagues and principal are enthusiastic to collaborate with me.					
25. My principal supports me in educational quality development.					
26. I have opportunities to be promoted based on my performance.					
27. The teaching profession gives me opportunities to help students.					
28. The teaching profession provides me a chance to give direction to students in the institution of what they should do.					
29. The teaching job gives me a chance to teach subjects that make use of my abilities.					
30. The teaching profession provides a chance of promotion on the job.					
31. I like the teaching job because the salary and other emoluments I get, as a teacher is equal to the amount of work I do.					
32. The teaching profession gives me the freedom to make my own judgment and decisions in my work.					
33. The teacher educator job gives me a chance to try my own methods of teaching in the classroom					
34. The teaching profession provides with a chance to try out and learn new things					

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
35. The general physical, social, and teaching conditions in the institution are good.					
36. I like the way teachers cooperate and get along friendly with each other in this institution.					
37. The teaching profession gives me the chance to get praise for doing a good job.					
38. I feel happy to translate educational research output in to class room practices.					
39. Teaching profession gives me a feeling of success that I get for doing my profession well.					
40. I get a lot of opportunity for professional development.					



**Centre of Advanced Study in Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara -390002**

Dear Student,

I have taken up a research study titled “*A study on the Transformational Leadership of Teacher Educators in the State of Kerala*” as a student of the Ph.D. program at the Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. This Questionnaire ‘Transformational Leadership of Teacher educator: A Questionnaire for Student Teachers’ has been developed to identify your perception on Transformational leadership style of Teacher Educators.

While responding to the Questionnaire, feel free and be assured that this would be very confidential and will be used only for research purpose. Your cooperation will be highly appreciated.

Thanking you.

Sincerely

Prof. K. Pushpanadham
Guide
Department of Educational Administration

Jaison Mammen
Research Scholar

Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers

Please, give your answer by putting a tick mark (✓) in the appropriate box

1. Gender: Male Female
2. Educational Qualification: U.G P.G
3. Age in Years: 21-22 23-24 25 and Above
5. Type of Management Govt. Govt. Aided Private UCTE
7. University: Kerala University Mahatma Gandhi University

Instructions

The following statements describe your Teacher Educators' Leadership style. You as a student teacher are requested to read each statement carefully and choose the appropriate response by putting tick mark (✓). Your frank and fair response will help in identifying the leadership style of Teacher Educators.

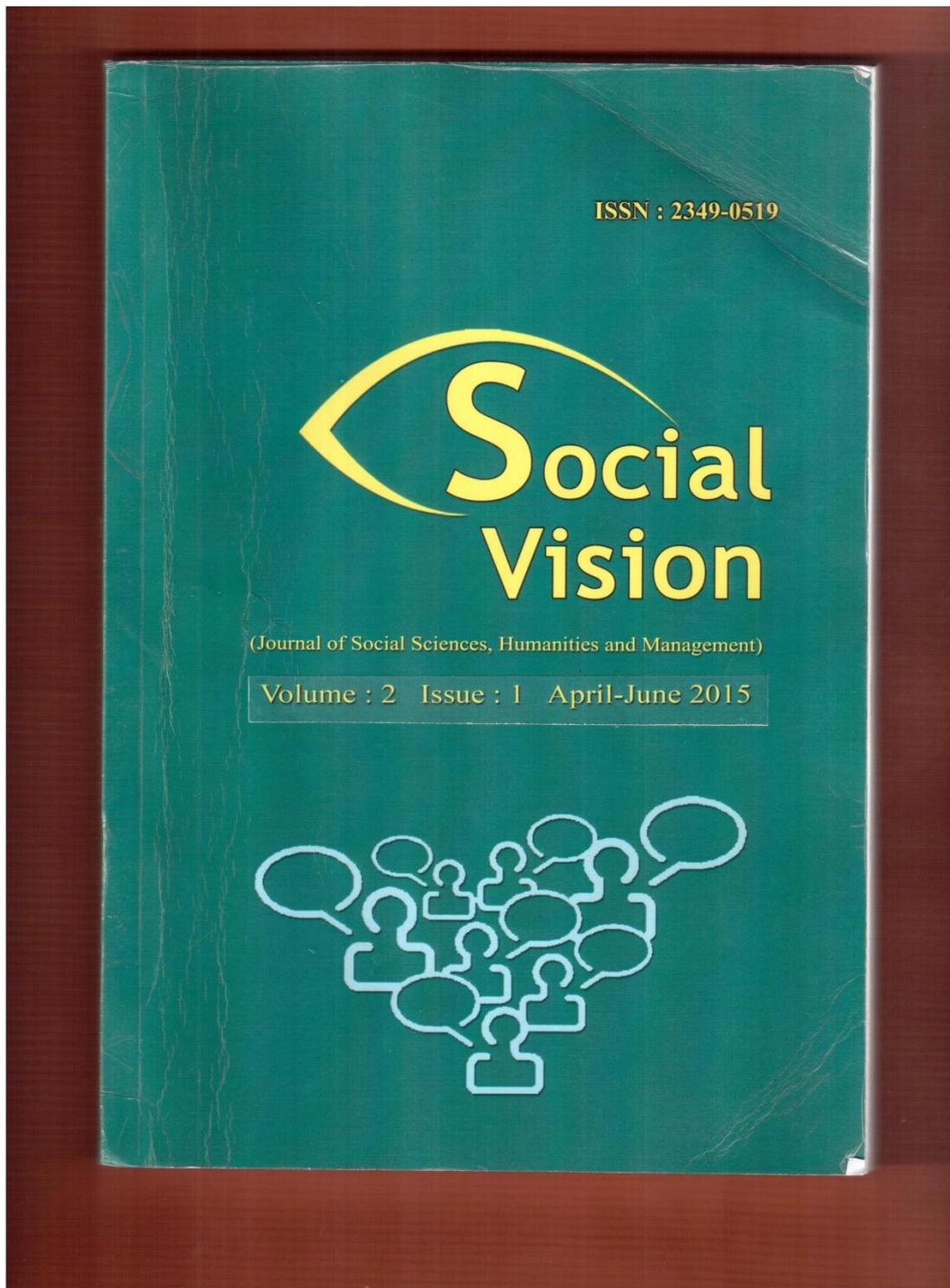
Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Teacher educators give a nutshell view on what students could and should do.					
2. Teacher Educators make students feel good to be in class with them.					
3. Students consider teacher educators as source of inspiration					
4. Teacher Educators help each student to develop their personality.					
5. Students are proud to be associated with Teacher Educators.					
6. Teacher Educators handle students' misconduct in a firm, fair and consistent manner.					
7. Teacher Educators are flexible in their decisions related to students.					

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
8. Teacher Educators always flourish a positive feeling toward a bright future in our teaching profession and in life.					
9. Teacher educators provide alternative ways of looking at dilemmas.					
10. Teacher educators exhibit supporting trend in the times of need.					
11. Teacher Educators stimulate and encourage students to participate willfully and happily in various activities in the institution.					
12. Teacher educators help the student to find meaningfulness and practicability in our tasks.					
13. Teacher Educators are ready to take personal risk while initiating new programmes in the institution.					
14. Teacher educators get students to rethink ideas, which we were not previously challenged with students.					
15. Teacher educators give personal attention to students who seem rejected					
16. Teacher educators maintain objectivity while dealing with students.					
17. Teacher educators let concrete suggestions to students what to accomplish tasks					
18. Teacher educators provide context to generate new ideas.					
19. Teacher Educators are reluctant to give autonomy to students.					
20. Teacher Educators treat each student as an individual with different needs, abilities, and aspirations.					
21. Teacher Educators provide appealing description about what students can accomplish in teaching profession.					

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
22. Teacher Educators help to look into new ways of working to complete the given tasks.					
23. The way of thinking of teacher educators is outdated and cannot inspire students.					
24. Teacher Educators respect the individual difference among students.					
25. Teacher educators enable students to think about old problem in new ways.					
26. Teacher educators inspire students to develop self-discipline.					
27. Teacher Educators despite the modern trends, practice outdated methods of teaching and training.					
28. Teacher educators help the students to practice higher order thinking skill.					
29. Teacher Educators offer individual learning opportunities to students for developing teaching professional skills.					
30. Teacher Educators inspire students to reflect on the critical assumption of teaching.					
31. Teacher Educators enable students to be change agents in teaching profession.					
32. Students are provided with opportunities to exercise leadership in scholastic and co-scholastic activities.					
33. Students consider teacher educators as a symbol and sign of success and accomplishment in our teaching profession.					
34. Students have complete faith in Teacher Educators.					

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
35. Teacher Educators allow students to put forth their arguments in class.					
36. Teacher Educators do not nurse resentment and harbour ill feelings for those who do not respect them.					
37. Teacher educators are the role models to students.					
38. Teacher educators discourage intellectual discussion in class.					
39. Teacher Educators develop students' intrinsic motivation to achieve success in various tasks.					
40. Teacher educators consider the socio-economic background of each student.					
41. Teacher educators encourage students to have self-reflection on the tasks.					
42. Teacher Educators interact with student in ways that are more informal.					

APPENDIX V



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Transformational Leadership of Teachers: A framework for Invigorating School Education

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ABSTRACT

Educational entrepreneurship, capacity building, educational leadership, teacher leadership and leadership 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 school settings? How can their leadership ability be improved?, Which leadership style is more appropriate in school 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 be disseminated to student community to make them highly motivated, intellectually stimulated and emotionally secure? So this paper focuses on leadership of teachers and tries to develop a conceptual framework leadership of teachers which is based on the transformational leadership theory elaborated by Bernard M. Bass, which is originated from James McGregor works on Leadership. Transformational leadership is a process of, where leaders and followers raise one another to higher level of morality and motivation. The major themes of transformational leadership are Idealised influence, inspirational motivation, Intellectual Stimulation and Individual Consideration. Based on this theory the transformational leadership of teacher is conceptualized as teacher leader articulates realistic shared vision of education and share it to students, stimulate student intellectually, motivate them to put best effort for professional preparation by giving due attention to individual differences. This paper attempts to identify certain core behavioural attributes which are coinciding with each theme of transformational leadership. Inculcation of these traits by teachers would revitalize school educational system.

Keywords: *School Education, Leadership, Transformational Leadership in Education*

Introduction

Forces for higher standards, greater educational choice, internationalization of education, digitalization of teaching learning process, high demand for teacher

Management of Teacher Education



PUSHPANADHAM KARANAM

... highlight the study as to find whether differences of ... exist on the implementation of the educational ... study tends to differ now.

... or practice of a plan, a method, or any design, ... policy for doing something. It is a set of activities ... program of known dimensions. And therefore, ... and are described in sufficient detail such that independent ... strength of the "specific set of activities" related to ... implementation the observer must be aware of two sets of ... and implementation-level activity) and two sets of outcomes ... (ation outcomes). In the light of this, the study would have ... programmes are being implemented as per the opinions of the ... the policy makers and executors to review the programmes ... ffective.

... data are of more or less traditional in nature as the researcher ... frequency and percentage form and tested the hypotheses ... developed quantitative data as well from the teachers with ... discussions and also from the reports through content analysis and ... have done to validate the data. There is mention of 7th objective ... n the findings.

... I report that in my opinion the thesis makes a ...

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Teacher Entrepreneurship: A Needed Component in Teacher Education Programs

—Dr. K. Pushpanadham and
—Mr. Jason Mammen Nambumadathil

"The aptitude of entrepreneurship should be cultivated right from the beginning and in the educational environment both in the schools and the colleges. We must teach our student to take calculated risks for the sake of larger gain, but within the ethos of good business. They should also cultivate a disposition to things right. The teachers and administrators as role models are very important. The inner being must be illuminated by righteousness. This capacity will enable them to take up challenging tasks later"

—Dr. A.P.J Abdul Kalam

Introduction

Forces for higher standards, greater educational choice, and more powerful learning for a more diverse student body are pressuring the country, educational system to change in fundamental ways. In this maelstrom of change, educational leaders are seeking knowledge about how to intelligently redesign the systems they have inherited rather than merely manage them sub-optimally. While many schools are not able to produce high levels of learning for most students, some have been invented that enable all students—those

traditionally underserved by the education system—to graduate and succeed at high levels. These schools have developed very different organizational features than those designed nearly a century ago for another time and a different mission. What have we learned about creating high-performing organizations in business and education? What can we do to develop educational leaders who can draw on knowledge about teaching and learning as well as knowledge about effective organizational and management practices that will build and sustain a new breed of educational institution to meet the needs of 21st-century.

The effective management of educational system is needed for quality development. Effectiveness to a larger extent depends on the teacher entrepreneurship. It means the quality of leadership and management exhibited by teachers. So teachers, teacher educators and teacher trainees have to be acknowledged teacher entrepreneurship; because they hold the key to initiate and innovate to the process of making change in educational scenario. They have to be trained to meet the challenges of preset vibrant society. They have to encounter, considerable challenges in this competitive globalized world. Over the years, with the development of professionalism, quest for high quality performance is on rise. All these demand teacher accountability and teacher entrepreneurship. Teacher entrepreneurship provides efficient, accountable and innovative persons who take risk and innovation. Competence in entrepreneurship can be to more productive, self-enhancing and fulfilling lives.

Education has been recognized as a fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve wide range of objectives. It is the process by which an individual is enabling to function according to the expectation of the society, as well as according to his capabilities. John Locke, an eminent educationist stated, plants are developed by cultivation and men by education.