CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter presents the review of the related literature for the present study. There are several studies on transformational leadership. Many studies have been conducted on transformational leadership in education and its impact on job satisfaction, these studies have found that the teachers need leaders who build professional relationships with them, who care about their needs, and who have high expectations of their teaching. The results also shows that the teacher leaders lead by example in achieving school goals and teachers prefer transformational leadership because it facilitates and supports change, encourages teachers to be leaders, encourages professional development and reflection, and supports collegial work direction. According to (Bass, 1990b) the developments of transformational leadership will optimize the use of training and generate awareness therefore if the transformational leadership is to make an impact on the teacher trainee the teacher educator must possesses these skills. Thus, in order to understand the transformational leadership in teacher education 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.

Researcher reviewed various relevant studies conducted in the area of Teacher Education, Job satisfaction and Transformational leadership from several sources like Educational Research Abstract (ERS) online databases, research repositories, Shodganga, Pro Quest, JESTOR, Emeralds, ERIC, JSTOR Education, Google

Scholar, Micro Soft Academic Search , Dissertation International Abstract and also the CASE and Hansa Metha library sources.

The review of literature is designed to reflect both the local and the international trends and features of the current trends in transformational leadership. The literature contains recurrent references to various components of transformational leadership in teacher education. In all 114 studies were reviewed where 87 studies were international and 27 were Indian studies. The following four sections are classified from the literature reviewed and arranged in a chronological order from recent to the oldest.

1. *Studies on Teacher Education*

2. *Studies on Transformational   Leadership in Education*

3. *Studies on Job satisfaction of Teachers and Teacher   Educators*

4. *Studies on Transformational Leadership and Job satisfaction*

2.1 Studies on Teacher Education

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. The responsibilities of quality of teachers depend upon on the teacher educators. It is of vital importance that teacher educators internalize the changing role expectations with the changing times and make themselves ready for the future changes. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But, teacher educators can play such type of role

effectively only if they themselves have been prepared in a creative, resourceful and efficient manner.

The purpose of this section is to focus on research trends in teacher education. A review of 24 studies conducted in India and abroad for various aspects of teacher education has been presented in this section.

2.1.1 Studies conducted in India

Kumar (2015) conducted a study titled "A Comparative Study of Qualitative Education in Self-Financing and Aided Colleges of Education in Haryana". The major findings of the study were principals of both type of colleges had same views regarding student's satisfaction. The principals of aided colleges were more interested in community participation than the principals of self-financing. It means that principals of Aided colleges were more qualified than the principals of self-financing colleges. Hence they implemented more and more innovative practices. The study revealed that principals of aided colleges were more accountable regarding parent's complaints and suggestions than the principals of self- financing colleges. It means that principals of aided colleges were more interested in community linkage than the principals of self-financing colleges. . It was also found from the study that principals of aided colleges had different views regarding thinking of management than the principals of self-financing colleges. It was concluded that both type of teacher educators had same attitude towards teaching profession.

Devi (2013) conducted research on "A comparative study of teacher educators of government-financed and self-financed colleges of education in relation to their professional values, teaching aptitude, and job satisfaction." The major findings of the study were the professional values of teacher educators of self-financed colleges

of education were significantly higher than the professional values of teacher educators of government-financed colleges of education. The study found that there was no significant difference in teaching aptitude of teacher educators of government-financed and self-financed colleges of education. But the job satisfaction of teacher educators of government-financed colleges of education was significantly higher than the job satisfaction of teacher educators of self-financed colleges of education. This would bring teacher professionalism among teacher educators and in turn would enhance the job satisfaction level of teacher educators of self-financing institutions.

Seema (2013) did research on a topic titled "A study of occupational self-efficacy, job satisfaction and attitude towards teaching profession among teachers working in teacher training institutions". The present study concluded that there was significant impact of gender, academic stream and teaching experience on the occupational self-efficacy, job satisfaction and attitude towards teaching profession.

Kumar (2012) studied the professional commitment in relation to thinking style and teachers' effectiveness of teachers working in teachers training institutions of Haryana. The major findings of the study were, there was significant positive correlation exists between the professional commitment and teacher's effectiveness of the teachers working in teacher training institutions. There was no significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions. But there was significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions. The study also fount that there was significant difference in the professional commitment level of the teachers working in self-finance and govt. /govt. aided teacher training institutions. In making teacher

education truly effective and functional, the role of teacher educators is the most important.

Kumari (2012) conducted a study on the perception of teacher educators on the practical aspects of secondary teacher education. The result of the study revealed that the female teacher educators have high perception on the practical knowledge than the male teacher educators.   The results also revealed that there is significant difference exists between male and female teacher educators regarding sub theme feedback after teaching practice. The results of the study also showed that, there was no significant difference between the mean perception scores of teacher educators of science education and teacher educators of arts education on the practical aspects of B.Ed. degree course. But the teacher educators of science education have high level of practical knowledge than the teacher educators of arts education. The study highlighted for revamping teacher preparation programs, institutions, and organizations produce convincing empirical evidence of their effectiveness at enhancing teachers' learning, improving professional practice, and increasing student learning.

Joicy (2011) conducted a study on "Realization of quality indices in Secondary educational Programme- Perception of Student Teachers and Teacher Educators". The major purpose of the study were to find out the opinion of student teachers towards the realization of quality indices in secondary teacher educational programme and to find out the opinion of teacher educators towards the realisation of quality indices in teacher education programme. The major findings of the study were student teacher and teacher educator's opinion that there is a moderately to   high degree of realization of quality indices in secondary teacher education programme in

west Godavari District. In the area of entrance examination, admission and number of working days, objectives of the course, curriculum transaction and time table, competency and commitment of teacher educators, project work and practicum, curricular and extracurricular activities. The study also found that the student teachers and teacher educators differ significantly with respect to entrance, admission, and numbers of working days, objectives of the course, institutional infrastructure, facilities, and competency, and commitment of faculty members towards quality indices of secondary teacher education programme. In the area of institutional infrastructure and facilities and practice teaching and mentoring, the student teachers had expressed low accomplishment of the quality levels. However, teacher educators had observed low accomplishment in practice teaching and mentoring. The finding of the study indicated the role of management and policy makers to ensure good facilities and recruit qualified full time teachers with decent salaries and accessibility to practicing schools for effectiveness in teacher education programme. Authorities, college management and principles should take the responsibility of producing quality teachers for quality schooling which ultimately produce quality citizen for the country.

Benjamin et al. (2011) conducted a study on "Attitude towards teaching profession and achievement in teaching competency of B.Ed. trainees". The purpose of the study was to find out the significant differences if any, in the attitude towards teaching profession of student teachers in terms of their gender and subjects. The study revealed that there existed a considerable difference in their attitude towards teaching profession between male and female. The study also revealed that female students had more favourable attitude towards teaching profession than their male

counterparts. By the same line, science student teachers had more favourable attitude towards teaching profession than student teachers belonging to arts background.

Gowri & Mariammal (2011) studied college teachers' attitude towards teaching and job satisfaction. The study revealed that college teachers had favourable attitude towards teaching. The level of attitude towards teaching differed significantly so far as the job satisfaction of teachers of aided colleges and self-financing colleges was concerned.

Marry & Samuel (2011) studied the attitude of B.Ed. student-teachers towards and academic achievement. It was found that students' attitude towards teaching and academic achievement fell under the average category with a significant difference between male and female student-teachers. The female student-teachers had favourable attitude towards teaching profession than male student-teachers. Moreover, there was a significant relationship between overall attitude towards teaching and academic achievements of the student-teachers.

Kumar (2011) conducted a study titled "A Comparative Study of Effectiveness of Teacher Educators in different types of Teacher Education Institutions in Relation to their Anxiety, Stress, and Job-Satisfaction." The major findings of the study were the teacher educators working in government teacher education institutions were more effective in teaching as compared to the teacher educators working in self- finance teacher education institutions. It was also found that teacher educators working in government teacher education institutions are more devoted to their duties and are more concerned with the teaching of the students whereas the teacher educators working in self-financing institutions are less devoted towards studies of the students and hence has shown less effectiveness in teaching. The teacher educators working in government teacher education institutions with high anxiety are more effective in

teaching as compared to the teacher educators working in self-financed teacher education institutions. The teacher educators working in government teacher education institutions with high stress are more effective in teaching as compared to the teacher educators working in self-financed teacher education institutions. The teacher educators working in government teacher education institutions with high job-satisfaction are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions.

Kumaradas (2009) conducted a study on "Managerial Skills of the Principals of Colleges of Education as Perceived by Teacher Educators in Kerala State". The major findings of the study were there is significant difference in managerial skills and its components of principals of colleges of education as perceived by male and female teacher educators in colleges of education in Kerala state. Teacher educators did not differ in their perception of managerial skills and its components of principals in colleges of education in Kerala state with reference to locality, nature of institution, subject handling, qualification, age, salary, publications, and extracurricular activities.

Teacher educators differed in their perception on principals' managerial skill – coercive autocracy of principals of colleges of education with reference to locality. But teacher educators did not perceived differences in managerial skills – coercive autocracy of principals of colleges of education with reference to sex, nature of institution, subject handling, qualification, age, salary, publications and extra-curricular activities. .

Subramanian & Muthaiah (2008) have conducted a study on perception of student towards Total Quality Management (TQM) in teacher education institution. The result of the study showed that there was no difference in the perception of male and

female students did not differed in their perception in terms of quality indicators, curricular activities, and resources with reference to gender.

2.1.2 Studies Conducted Abroad

Samkange (2015) carried study on "Examine the role of the mentor in teacher education in Zimbabwe". It was found from the study that the relationship between the mentors and student teachers was mostly free and open. It was also observed that mentors lacked professional training in mentoring and this conceded their roles in teacher education.

McMahon et al. (2015) in the article entitled "Reshaping Teacher Education through the Professional Continuum." The analysis of the new models that expedite the process and experience of becoming a teacher, relocate teacher preparation from universities directly to schools and widen the pool of teacher education providers. The restructuring of teacher education and leadership development is at a critical point of reform in a number of systems, motivated by the need to align with curriculum and wider education reform and the effect of the dual exposure of international comparative tests and socio -economic indicators. Thus, the practice of teacher education, by which we mean the pedagogies, programmes and places through which and where teachers are prepared, must adapt to become more responsive to demands from government to deliver high quality teaching that is developed and sustained throughout a teacher's career. This means restructuring teacher and leadership development as a career-long process developed by and through the professional continuum. It necessitates the reprogramming of the practice of teacher education, necessitating new rational and renewed fashion to the rich pedagogies that must underpin professional learning programmes

Mainous (2012) in his study titled "A descriptive analysis of the national council for accreditation of teacher education master's in teacher leadership programs from 1980—present". The study focused on the 28 institutions that are members of the National Council for Accreditation of Teacher Education (NCATE) and offer Master's in Teacher Leadership programs that they describe on their websites. Those programs were researched looking for similarities and differences across programs, specifically researching their Carnegie Foundation Classifications, geographical location, and basic program descriptors. A document-analysis was conducted on a sub-sample of three institutions that provided access to core course syllabi on-line looking for the embedded knowledge, skills, and dispositions within their coursework. These knowledge, skills, and dispositions were then compared to the Teacher Leader Model Standards (TLMS) developed by the Teacher Leader Exploratory.

Jackson (2011) conducted a study titled "Effective teacher education: From student-Teacher Candidates to Novice Teachers Prepared for Urban Education". This study analyzed to what extent a teacher education program prepares teacher candidates to be effective teacher educators who are reflective, innovative, and committed to diversity based on the perceptions and insight from students. The findings indicated that novice teachers were prepared to receive their future students because they developed their pedagogical knowledge, reflective practices and connected theories to practices and teacher leadership. Teacher educators will improve the development process for these trainee teachers if they model best practices of teacher education.

DePeza (2010) examined the management of the transition and implementation of the process of change from in-service to pre-service teacher education in Trinidad and Tobago. It explored the change management and described the change process

implemented for the restructuring of teacher education over the period 2002 to 2008 in the teacher education system of Trinidad and Tobago. The findings revealed that the change was expected and welcome by the stakeholders, but the manner and method of the change were unexpected and unwelcome. The management of the transition was autocratic and the process of restructuring implemented without educational leadership. Indeed, the system progressed and the teacher was left behind.

Davis (2010) conducted a study titled "Guide our feet: Teacher Education and servant-Leadership in a Children's Defence Fund Freedom Schools" The purpose of this study is to examine the potential for a summer experience of servant-leadership in a Children's Defences fund (CDF) Freedom School to be a catalyst for pre-service teachers becoming servant-leaders . These Findings suggest that pre-service teachers who choose a service-learning experience in a CDF Freedom School have shared pre-dispositions and values. These pre-service teachers interpret the CDF Freedom School program as transformational as and more helpful in learning to teach than traditional teacher preparation in the context of the university. In particular, the training component of the program is described as "eye-opening" and needs scholarly research to further understand its influence.

Miller (2010) conducted a thematic research study approach focusing on Wyoming teachers was utilized to explore the relationship of certification level (National Board Certification or non-National Board Certification) and teacher education level (bachelor's degree or advanced degree) with four correlates of teacher quality: teacher leadership, classroom management, teacher efficacy, and instructional practice . The purpose of the research study was to provide an extensive exploration of teacher quality and to more clearly understand the collective

relationship of certification and teacher education level with the four correlates of teacher quality. In addition the research study was to examine each of the four correlates independently to consider the effects of certification and teacher education level. In this study, a significant difference was found within the certification variable (NBC and non-NBC) for frequency. National Board Certified Teachers (NBCTs) reported more frequent engagement in the indicators of teacher quality than teachers without certification. The result of the study also found that means for importance of teacher efficacy indicators were significantly greater than the other correlate areas of instructional practice, classroom management and teacher leadership. Frequency of engagement in the correlate areas of instructional practices, classroom management and teacher efficacy indicators were significantly greater as compared to teacher leadership. In addition, frequency of engagement in teacher efficacy indicators was significantly greater than frequency of engagement of classroom management indicators. Finally, significant differences were found to exist between the perceptions of Wyoming teachers regarding the importance and frequency of engagement in the indicators of teacher quality. A significantly higher level of the importance of teacher leadership indicators compared to the frequency of engagement in these indicators was reported.

Laflin (2009) conducted a study titled "Self-perceived leadership behaviours of students enrolled in graduate teacher education". The purpose of this study was to determine how students in graduate teacher education perceive their leadership behaviours. Results indicated significant relationships between educational degree and leadership practices. There was no significant gender differences were found on total Leadership Practices Inventory scores. But significant correlation was found between career changers and total leader ship practices. However, the results indicated that career changers engage in speaking with genuine conviction about the

higher meaning and purpose of work more frequently than those for whom teaching is not a career change.

Sburlan (2009) conducted a case study on globalization of a teacher education program at a comprehensive state university campus in US. This study describes how senior leaders at a public, comprehensive, regional university with a global outlook, which is part of a multi-campus state university system, integrated global initiatives into the university's teacher education programs and mission. The study found a large range of perspectives on understanding how globalization influences mission, curriculum and partnerships between a United State public university and Chinese higher education institutions on teacher education. Findings from the study revealed the President's vision is crucial for the implementation of innovations related to globalization at a public regional comprehensive university and leaders who have a vision and advocates through speeches, active participation to local, national and international events, are able to create alliances with different constituencies, are agents of change able to lead innovation into their educational institutions.

Javam (2003) conducted a study titled "Improving pre-service elementary teacher education in the Islamic republic of Iran". The purpose of this study was to identify directions for improving elementary teacher education in the Islamic Republic of Iran. This study observed the characteristics of productive teacher education, the context for teacher education and the status of elementary teacher education. The results of the study revealed that teaching is not an attractive occupation for the talented and potential candidate as teachers have very low income and low Income. Teacher educators are not up to date about new methods and changes in education there is no active communication between teachers colleges and elementary schools besides teacher education is focused on theory rather than practice. These

shortcomings and others demand changes in Iran's elementary teacher education programs. Results of the study recommended the design and implementation of a school-focused partnership model to improve elementary teacher education in Iran.

Suranna (2000) conducted a study titled "The nature of teacher leadership: A Case Study of Elementary School Teachers from a Five-year Teacher Education Program". The purpose of the study were to examine the nature of teacher leadership as it was perceived by nine pre service and three in-service elementary school teachers from a five-year teacher education program. This study was also designed to find how teacher leadership was manifested in five-year teacher education program at the University of Connecticut. In this study, a teacher leader was perceived to be an accomplished teacher inside the classroom, one who is open to current educational theory and practice, and one who holds students to high expectations while consistently offering them care and support. Teacher leaders were also thought to work in partnership with their principals in the professional development of themselves and their colleagues. Moreover, when necessary, the teacher leader must be willing to take a stand to insure the very best of them and their colleagues are being implemented for the good of their school and their students. Expressions of teacher leadership included practicing quality teaching; supporting students in their academic and social development; and supporting colleagues by taking on specific tasks to which they could not attend, offering helpful suggestions and positive feedback, and actively listening. However all the participants in this study considered themselves teacher leaders or potential teacher leaders, the majority of them expressed their difficulty in crediting their teacher education program as the only factor in nurturing their insights and practices of teacher leadership.

McNamara (1997) explored how the middle school environment can be used by university schools of Education to develop leadership skills for students enrolled in pre service education. The content analysis identified a set of 33 themes that dealt with all aspects of the course. Each theme was placed into one of the following seven general categories: enrolment decisions, single-visit field experiences, school families program experiences, leadership, career explorations, course design, and suggestions for course improvement. The study identified collaboration, school as a community of leaders, teacher leadership role of the school nurse, the helping professions, and the relationship between student health and student achievement. It was also found, elaborated instructional improvement strategies and logistics problems involving the integration of university-based and field-based experiences.

From the review of literature, the researcher believes that most of research work in India related to general aspects of teacher education. Even though a trend is developing to study quality indices and management in teacher education. Teacher Leadership in teacher education is an emerging concept in many of the foreign research work. Transformational leadership style is the most effective leadership style (Berry and Ganisberg, 1990; Pounder, 2003). The next section reviews the studies on transformational leadership in educational system. The following studies establish the role of transformational leadership in educational system. Researcher has reviewed 50 studies conducted in the field of transformational leadership in education, which are presented below.

2.2 Studies Conducted on Transformational Leadership in Education

Boateng (2014) conducted a study on "A quantitative case study of transformational leadership characteristics of Valley View University (VVU) in Ghana". The purpose

of this study was to measure transformational leadership characteristics among the leaders of Valley View University (VVU). The results of the study revealed that fifty per cent of administrators exercised moderate to strong transformational leadership characteristics. Both administrators and student leaders at VVU perceived themselves as having transformational leadership characteristics. They perceived the strongest transformational leadership variable was inspirational motivation, and the weakest was individualized consideration. The results have shown that administrators at VVU perceived themselves as having transformational leadership characteristics in all five areas of transformational leadership. The results also showed that student leaders at VVU did not perceive themselves as having transformational leadership characteristics. The result also showed that there were significant differences between different characteristics of transformational leadership among administrators and student leaders.

Socorro (2013) studied the effects of principal's transformational leadership behaviours on teacher leadership development and teacher efficacy. The findings revealed that principal's transformational leadership behaviours have a significant effect on three unique components, developmental focus, recognition, and environment which would eventually lead to teacher leadership development.

Bogler et.al. (2013) examined the effects of transformational leadership and passive leadership style of university instructors on students' satisfaction and learning outcomes. The findings of the study indicated that leadership styles correlated with student satisfactions. The more the students attributed transformational leadership style to the instructor the more satisfied they were.

Riaz (2013) studied spirituality and transformational leadership in education. The purpose of this study was to investigate the relationship between school principals'

perceived spirituality and their transformational leadership behaviors. The transformational leadership styles of inspirational motivation and idealized behavioral influence were significantly related to principals' spirituality. In addition, a multiple regression analysis including the five measures of transformational leadership as predictors suggested that spirituality is positively related to an individual's transformational leadership behaviors. The findings from this study imply that principals' perceived levels of spirituality was related to their being perceived as practicing transformational leadership style. Principals who identified themselves as spiritual were more likely to be characterized by the transformational leadership style of inspirational motivation.

Winokur (2013) conducted a study titled "Transformational Leadership and Transfer of Teacher Professional Development to the Classroom in the Kuwait Public High School Context" The purpose of this study was to examine how teachers' perceptions of transformational leadership behaviour of head of department as instructional leader related to their motivation to transfer learning through professional development in public high schools in Kuwait. An important finding from this study was the strongest correlations between the factors inspirational motivation, idealized influence-behaviour, idealized influence-attributed and intellectual stimulation of the transformational leadership behaviours measured and four of the motivation to transfer, transfer effort -performance expectations, performance outcome expectations and performance coaching.

Salleh & Saidova (2013) studied on the topic entitled "Best Practice of Transformational Leadership among Multi-Ethnic Head teachers of Primary Schools, Malaysia". The results of the study show that majority of the multi-ethnic head teachers had a positive perception of practicing transformational leadership and they seemed to have an average level on their perception. This could mean that the school

Head teachers had a positive attitude toward the importance of practicing all four components of transformational leadership. Especially, the component of creating productive school culture was found significant. Remarkably, the component of providing intellectual stimulation was perceived least significant by respondents.

Dennis & Johnson (2013) in their article titled "Transformational Leadership: An Effective Instrument for Governing Colleges of Education in Nigeria" argued that transformational leadership as an effective tool for governing Colleges of Education in Nigeria. This leadership style   could be demonstrated by top management of teacher education or leader, through the development and   publishing a clear documented beliefs and purpose in form of a vision and mission statement; develop clear and effective strategic and supporting plans for achieving the vision and mission. Further by identifying the critical success factors and care processes; reviewing management structure, and; by empowering and encouraging effective non-teaching and teaching faculty participation.

McKean (2012) in his study titled "Restructuring Leadership for 21st Century Schools: How Transformational Leadership and Trust Cultivate Teacher Leadership". The purpose of this study was to uncover teachers' perceptions about classroom leadership. The major findings of the study are   transformational classroom leaders are reflective, collaborative and flexible lifelong learners. This study suggests these characteristics could be taught and learned by all teachers at any school site, and a classroom leadership framework and process for learning the given characteristics is provided.

Barut (2012). Studied the impact of transformational leadership on improving diversity in higher educational institutions. The results indicated that there was a significant moderate positive correlation between leadership practices such as challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart to diversity orientation level.

Afshari & Bakar (2012) examined the transformational leadership role of principals to determine whether transformational leadership role of principals in Information and Communication Technology (ICT) implementation in schools is influenced by the computer competence, level of computer use, and professional development activities of principals. The study results show that computer competence has a positive relationship with the level of computer use by secondary school principals and it indirectly influences the transformational leadership role of principals in implementing ICT in schools.

Aydın (2012) studied transformational leadership behaviours of school principals based on Teachers' Perceptions. Results reveal that school principals demonstrate high level of characteristics of transformational leadership in terms of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviours.

Antwane (2012) studied to explore the relationship between middle school teachers' perceptions of their principal's transformational school leadership practices, teacher efficacy and student achievement. The study found that there was significant relationship between teachers' perception of transformational leadership practices of school principals, and teacher efficacy and student achievements.

Balyer (2012) conducted a study titled "Transformational Leadership Behaviours of School Principals: A Qualitative Research Based on Teachers' Perceptions." Results reveal that school principals demonstrate high level of characteristics of transformational leadership in terms of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviours.

Nelson (2012) in his study titled "The Relationship between Middle School Teachers' Perceptions of Principals' Transformational Leadership Practices, Teachers' Sense of Efficacy and Student Achievement". The purpose of the study was to explore the relationship between middle school teachers' perceptions of their principal's transformational school leadership practices, teacher efficacy and student achievement. The findings of the study revealed that teachers perception of principals transformational leadership and teacher efficacy and students achievements were significantly correlated and principal transformational leadership was a predictor variable for teacher efficacy and student achievement. Out of different components of transformational leadership individualized consideration emerged as the best predictor for efficacy for classroom management and vision emerged as the best predictor for the math scores and vision and group goals emerged as the best predictor for the reading/English language scores.

Mc Carley (2012) conducted a study on Transformational leadership related to school climate. This study examined the relationship between teacher perceptions of the degree to which a principal displays the components of transformational leadership and the perceived school climate (supportive principal behaviour, directive principal behaviour, engaged teacher behaviour, frustrated teacher behaviour, and intimate teacher behaviour). Quantitative analysis demonstrated that there was a

significant relationship between five transformational leadership factors and three school climate components.

Hung & Hsieh (2012) analysed the relationship between principal's transformational Leadership and Physical Education Teachers in Taipei. The result revealed that principal transformational leadership to teaching effectiveness for physical education teachers' overall performance has positive effect.

Sadeghi & Phhie (2012) studied to determine head of academic departments' leadership style and its relationship with leadership effectiveness at Malaysian Research Universities (RUs). The result revealed that the lectures perceived their heads of department displayed transformational and sometime exhibit transactional leadership behaviour.

Murgel (2011) investigated the leadership style of graduates from the Daly Leadership Program that were employed by the Pintler School District. The results revealed that Daly graduates perceived themselves to be transformative leaders. Teachers who worked with program principals perceived their principals as transformative as well. However, principals perceived themselves more transformative than their teachers perceived them to be in the areas of intellectual stimulation (encourages innovative thinking), individual consideration (coaches people), and contingent reward (rewards achievement). In fact, teachers perceived their principals lower than national norms in these three factors, but higher than national norms for inspirational motivation (inspires others) and idealized influence (builds trust and acts with integrity).

Harrison (2011) studied instructor transformational leadership and student outcomes. This study addresses the research question of how instructor transformational leadership behaviours and transactional leadership behaviours affect

student outcomes of cognitive learning, affective learning, student perceptions of instructor credibility, and communication satisfaction in distance education. The study found that instructor transformational leadership behaviours were a more significant predictor of cognitive learning, affective learning, perceptions of instructor credibility, and communication satisfaction than instructor transactional leadership behaviours.

Lucas (2011) studied Transformational Leadership: Principals, leadership team, and school culture. The study found that principals and school leadership team appear to have distinct roles in exercising transformational leadership behavior in shaping of positive school culture.

Korach (2011) explored the preparation of transformational school leaders. The purpose of this study was to investigate the leadership style of graduates from the Daly Leadership Program that were employed by the Pintler School District. The results revealed that Daly graduates perceived themselves to be transformative leaders at a higher rate than the national norms. Teachers who worked with program principals perceived their principals as transformative as well.

Rutledge (2010) this study examined the relationship between transformational leadership and academic optimism. Results of correlation testing indicated that Leithwood's model of transformational leadership is positively related to the academic optimism of the school. The results of linear regression testing showed that each individual category of Leithwood's model of transformational leadership was also positively related to academic optimism. These results revealed that the greater the degree of transformational leadership the greater the degree of academic optimism in a school.

Gill& Tibrewala (2010) examined the effects of transformational leadership on student educational satisfaction and student stress. The findings of this study suggested that the reduction in the level of student stress is related to the improvement in the level of perceived transformational leadership used by college faculties.

Sun (2010) conducted a meta-analytic study on transformational leadership research. The evidence reviewed was provided exclusively by unpublished theses or dissertations that were completed between 1996 and 2008.This study identified 33 components of transformational leadership as developed by various researchers, which were categorised into 11 major leadership components. This study meta-analysed the influence of transformational school leadership and its characteristics on a large range of school outcomes, including 17 school conditions (e.g., shared decision-making processes, school culture), 23 teacher-related outcomes (e.g., teacher job satisfaction), and five types of student outcomes. Transformational school leadership was the most significant on teachers' emotions and inner states. Transformational school leadership had large effects on teachers' individual inner states. Leaders effectively influence teachers' psychological inner states and practices mainly through modelling .good practices themselves, providing support and intellectual stimulation to teachers individually and setting shared school goals. TSL was also very influential on school conditions. It had large effects on four key school conditions. This review detected significant, positive small direct effects of transformational school leadership on student achievements. The indirect effects of transformational school leadership on student learning vary when different school or teacher variables are controlled. This review identified seven important moderators and three mediators that significantly contributed to student learning along with transformational school leadership. Specific leadership practices that effectively

influenced school and student outcomes were also examined and discussed. Regarding the moderating effects of contextual and methodological factors, school level and leadership measures were found to moderate leadership impacts significantly in some cases. The findings of this study provide guidance for school administrators and policy makers who want to improve school leadership.

Bolkan & Goodboy (2009) conducted a study on Transformational leadership in the classroom: fostering student learning, student participation, and teacher credibility. The purpose of this study was to examine the relationships between transformational leadership in college classrooms (idealised influence, individualized consideration, inspirational motivation and intellectual stimulation), student learning outcomes (cognitive and affective learning, motivation, and communication), student participation, and student perceptions of teacher credibility (capability, dependability, benevolence). Correlation analyses results revealed that moderate to strong positive relationships between the components of transformational leadership and the various instructional outcomes examined in this study. In general, the results from this study substantiate the idea that transformational leadership of teachers was positively related to student learning outcomes, student participation, and perceptions of teacher trustworthiness.

Reynolds (2009) explored the relationship between transformational leadership and teacher motivation in South-western Arizona high schools. The result of the study revealed that though the significance established transformational leadership and teacher motivation was weak, it was found that teacher motivation decreased as transformational leadership decreased supporting an overall statistically positive correlation between transformational leadership and teacher motivation.

Pounder (2008) examined classroom leadership in a university setting in Hong Kong to discover if, by using transformational leadership, teachers could generate extra effort from students, increase students' perceptions of leader effectiveness, and increase students' satisfaction with them as teachers. The results of the study found positive correlations between student ratings of their instructors' classroom leadership behaviours with student ratings of the classroom outcomes.

Mills (2008) conducted a study titled "Leadership and School Reform: The effects of Transformational Leadership on Missouri Assessments". Findings of the study point to significant positive correlations between transformational leadership and school achievement that indicate the higher the measure for transformational leadership, the more likely the school has achieved high scores for communication arts and mathematics.

Demir (2008) conducted a study titled" Transformational leadership and collective efficacy: the moderating roles of collaborative culture and teachers' self-efficacy". The Purpose of this study was to investigate the direct relationship of transformational leadership practices with collective teacher efficacy and the indirect relationship of transformational leadership with collective teacher efficacy via the self-efficacy of teachers and collaborative school culture. The study findings show that the transformational leadership behaviors of principals explained 35% of the variance of collective teacher efficacy, 49% of the variance of self-efficacy of teachers, and 58% of the variance of collaborative school culture. The transformational leadership behaviors of principals, the self-efficacy of teachers, and collaborative school culture together explained 53% of the variance in collective teacher efficacy. This study strengthened these results by finding similar relationships of transformational leadership with teachers' self-efficacy, collective efficacy, and

collaborative culture. In addition, this study has provided evidence that teachers' self-efficacy and collaborative school culture moderated the relationship between transformational leaders and collective teacher efficacy.

Hoehl (2008) found that instructor idealized influence and individualized consideration are significant predictors of student outcomes of affective learning, student evaluations of teacher credibility, and student motivation.

Anderson (2008) explored transformational teacher Leadership in rural Schools. His stud was found the transformational leadership of teachers had perceived that they were exercising transformational leadership style that would enhance students learning outcomes.

Dull & Nazarudin (2007) study aimed to explore the level of headmaster's transformational leadership and the organizational commitment of primary school teachers in Beaufort, Sabah, Malaysia. The findings revealed that an average positive relationship between headmaster's inspirational motivation and teacher's organizational commitment.

Al-Taneiji (2007) investigated the existence of transformational leadership characteristics of United Arab Emirates model school principals as perceived by the teachers, and the relationship between teacher learning opportunities and transformational leadership style in model school principals. Leadership characteristics tend to provide their teachers with more learning opportunities. There was significant relationship between transformational leadership characteristics of principals and collegial enquiry and mentoring.

Kiper (2007) attempted to determine whether there is a relationship existed between practices commonly associated with transformational leadership and students' proficiency scores. The results of this study showed a strong, positive relationship between transformational leadership practices and math test scores, when school leaders modelled desired transformational behaviours, enabled teachers to act by creating opportunities for them to take risks, and encouraged students through positive recognition.

Timmerman (2007) studied the relationship between Teachers' Perception of the Importance of the Individually Considerate Transformational Behaviours of School Leadership and Teachers' Perception of the Importance of the Peer Cohesion of School Staff. Results from the study indicated that there was a positive correlation relationship between teachers' perception of the individually considerate transformational leadership practices of school principals and teachers' perception of the importance of a collegial, cohesive professional climate.

Ross & Gray (2006) studied transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. The study found that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Transformational leadership had an impact on the collective teacher efficacy of the school. Transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

Leithwood & Jantzi (2006) in their study on " Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices" They found positive effects of transformational leadership in teachers are

demonstrated at the student level through overall higher levels of student engagement due to instructor behaviours of inspirational motivation and intellectual stimulation.

Pounder (2006) studied transformational classrooms leadership the fourth wave of Teacher Leadership. This study explored the relationship between the teacher leadership and transformational leadership concepts and argues that a fourth wave of teacher leadership could include transformational classroom leadership as one of the defining qualities of a teacher leader and could embrace both school and university.

Noland (2005) investigated the relationship between teacher transformational leadership and student outcomes. This study was designed to examine the relationships between transformational leadership and teacher immediacy, student empowerment, learning, motivation, and satisfaction. The study found that teacher transformational leadership and student satisfaction were significantly positively correlated. Another important finding was that transformational leadership behaviours are positively correlated with student state motivation. Transformational teachers, especially those with high scores on the intellectual stimulation component, are well placed to impact student learning positively.

Barnett (2005) conducted a study titled "The Impact of Transformational Leadership Style of the School Principal on School Learning Environments and Selected Teacher Outcomes". This study examined the effects of different types of secondary principals' leadership characteristics on school's learning environment, and selected teacher outcomes. The findings of the study indicated that transformational leadership behaviours of principals were influencing school learning environment and teacher outcome variables.

Lazzaro (2005) investigated principals' transformational leadership practices and teacher retention. The results of the study revealed that transformational leadership

qualities were overall principal transformational leadership style may influence teacher retention rates.

Marcus (2004) conducted a study titled "Leadership in distance education: Is it a unique type of leadership? The purpose the study was to examine distance education and transformational leadership. The results of the study revealed that students perceive instructors as demonstrating transformational leadership when the instructor creates conditions for innovative change, enables students to share a vision and move toward its direction, and helps contribute to the creation of new ideas and values.

Politis (2004) conducted studies measuring instructor transformational leadership behaviours and student outcomes. The results indicated that student achievement, affective learning, motivation, knowledge management, and student evaluations of teacher credibility are positively correlated with transformational instructors who demonstrate encouragement, motivation, coaching, intellectual stimulation, and charisma.

Walumbwa et al. (2004) in their study titled "Gender and instructional outcomes: The mediating role of leadership style". They found that student willingness to exert extra effort, their perceptions of instructor effectiveness, and their overall satisfaction of the instructor are all positively associated with instructor transformational leadership behaviours such as individualized consideration and intellectual stimulation.

Harvey et al. (2003) examined the effect of instructors' transformational leadership on university students. The researchers used the constructs of charisma, individualized consideration, and intellectual stimulation as variables and examined their effects on students' course related attitudes. Results indicated that charisma and

intellectual stimulation were the mail predictors of students' perceptions of an instructor's performance in terms of respect for an instructor, satisfaction with an instructor, and trust in an instructor. The individualized consideration and intellectual stimulation were the most important predictors of student involvement.

Button (2003) examined the use of Transformational Leadership Practices for Teacher Development. The purpose of this study was to identify the personal qualities of good teachers as identified by teachers, students and researchers, and to determine whether transformational leadership practices can help develop these desirable personal qualities in teachers. The study found that teachers do function as leaders in their classrooms, and that there is significant overlap in the qualities and characteristics of good teachers and those that are emphasized and developed through transformational leadership practices. The study recommended for teacher transformational leadership training be included in in-service and professional development activities for teachers.

Leithwood & Jantzi (2002) studied the effects of Principals' transformational leadership practices on teachers' commitment to change. The survey result suggests strong significant effects of transformational leadership on mediating variables and weak but significant effects on teacher's commitment to change.

Miles (2002) studied the relative impact of principals' instructional and transformational leadership on school culture. The purpose of this study was to develop an understanding of the relative impact of principal instructional leadership and principal transformational leadership on school culture. The study found the relative impact of principal instructional and transformational leadership on school culture.

Lee (2001) found out eight conditions for an educator's success, many of which are reflective of transformational leadership: articulation of purpose and guide, identification of structure, innovation, participation, and support, recognition of follower need and the use of adequate resources

Yuen & Cheng (2000) in their study titled "Leadership for teachers' action learning." They have found certain leadership behaviours to be important to successful transformational leadership for educators. They classified these behaviours as inspiring, social supporting, and enabling. Inspiring refers to building a vision and providing motivational tasks; social supporting refers to fostering a learning culture, facilitating support networks, and handling conflicts; and enabling refers to enhancing knowledge and skills and offering intellectual stimulation.

From the above review of literature, it was found that transformational leadership in educational system whether it is exercising by the head of the institution and or teachers have impact on positive changes in followers. Teacher's transformational leadership has impact on students' academic achievement, innovation and enables students to share a vision and move toward its direction, and helps contribute to the creation of new ideas. A few studies have been conducted in transformational leadership in teacher education (Button, 2003). In addition, transformational leadership is also related to job satisfaction. Before discussing details about transformational leadership and job satisfaction, the following section deals with studies related to job satisfaction of teachers and teacher educators.

2.3 Studies on Job satisfaction of Teachers and Teacher Educators

The purpose of this section is focused on studies related to job satisfaction of teachers and teacher educators. Teacher and teacher educators or teacher trainers are the backbone for school education. If they are well qualified and satisfied with their

jobs, they will surely produce good students for qualitative improvement in education. It is of vital importance that teachers and teacher educators internalize the changing role expectations with the changing times and make themselves ready for the future changes. Further, they are provided an environment where they are able to use their knowledge and skills to nurture future teachers as per the demands of the changing times. Among the different factors influencing the performance of the teachers and teacher educators, one of the most significant factors is job satisfaction. The following section presents studies from both India and abroad, to get a clear picture of job satisfaction of teachers and teacher educators. Review of 28 studies conducted India and abroad for the job satisfaction of teachers and teachers and teacher, educators have been chronologically presented below.

Arifin (2015) conducted a study titled "The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance." The purpose of the study was to find out and analyse the influence of competence, motivation, and organizational competence to high school teacher job satisfaction and performance in Jayapura City, Papua, Indonesia. Findings indicated that competence and organizational culture affect positively and insignificantly teacher job satisfaction. Whereas job motivation affects positively and significantly teacher job satisfaction, but it did not give any significant effect on teacher performance. Teacher competence and job satisfaction affect positively and significantly to the performance of teachers whereas organizational culture had just positive but insignificant effect to job satisfaction.

Ggg (2014) investigated the relationship between school leadership, teacher job satisfaction, and student achievement. The result of the study found a significant relationship of the components of school leadership to overall teacher job

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satisfaction. Third, multiple regression analyses confirmed the significant relationships of teacher job satisfaction and school leadership and school leadership was indirectly related to student achievement, mediated through teacher job satisfaction.

Thakur (2014) carried a study titled "A study on A Comparative Study on Job Satisfaction of Teacher Educators in Relation to Private Teachers" Training Institutions of University of Gour Banga and University of Kalyani" The purpose of the study was to study the level of job satisfaction of teacher educators, to compare the level of job satisfaction of female and male teacher educators as well as to compare the level of job satisfaction of teacher educators in relation to private teachers' training institutions Results of the study revealed that most of teacher educators were encompassing no job satisfaction. There was no significant difference in the level of job satisfaction of female than male teacher educators, and there was no significant difference in the level of job satisfaction between the teacher educators of private teachers' training institutions.

Khan & Verma (2014) in their study Job Satisfaction of Teacher Educators of Private B.Ed. Colleges Affiliated to G.G.S.I.P. University found that majority of the teacher educators working in private B.Ed. colleges had shown Low Level of job satisfaction or they are less satisfied with their jobs.

Ghosh & Panda (2014) conducted a study titled "A Comparative Study of Job Satisfaction among Teacher Educators in Different Types of Secondary Teachers Training Institution in West Bengal." The study found that the teacher-educators of govt. and aided colleges were more satisfied regarding their job than the teacher educators of self-financing colleges.

Rathore & Patel (2014) conducted a study on Job satisfaction among Secondary School Teachers. The purpose of the study was to explore the job satisfaction of secondary school teachers. The findings of the study revealed that most of the teachers were satisfied with their current salary. Teachers believed that good infrastructure was needed for job satisfaction. Most of the teachers were satisfied with the behaviour of the principals' approach of management. Teachers were agreed with the work culture of schools. Teachers were satisfied with the present job Vis-a –Vis salary, social status, work condition, syllabus and facilities provided by the schools. They felt that they have freedom to work and have satisfactory relation with students, staff members, and principal.

Sungu et al. (2014) conducted a study titled "Examining Teacher Job Satisfaction and Principals' Instructional Supervision Behaviours" This study focuses on a lesser-examined educational context by comparing schoolteachers' job satisfaction levels and principals' instructional supervision behaviours in Turkish private and public schools. The results suggest private school teachers had higher levels of job satisfaction and assessed their principals' instructional supervision behaviours higher than did public school teachers.

Veldman et al. (2013) studied the development of teacher-student relationships and teachers' job satisfaction throughout the careers of four veteran teachers who retained high job satisfaction. It was found that positive retrospective teacher perceptions did not always coincide with positive student perceptions. It appeared that teachers might have positive job satisfaction despite, in the eyes of the students, a poor teacher-student relationship.

Prajapati & Mohalik (2013) conducted a study titled "Job Satisfaction of teacher educators in relation to sex, qualification, experience, and age at secondary level in

Bihar." They Found in their study that there was a significant difference in job satisfaction of teacher educators in relation to sex, they revealed that female teacher educators were highly satisfied to job than male.

Baumgartner (2013) conducted a study titled "A Study of Factors That Impact Teacher Job Satisfaction in Rural Schools". The purpose of this study was to investigate the level of teacher job satisfaction in rural schools in a western state, as well as to attempt to reveal specific factors that lead to job satisfaction in education. The study found no significant difference between for the gender, ethnicity, and type of community where the teacher grew up, and number schools in which the teacher had been employed. But significant differences were found for the independent variables of age, highest level of education, elementary and secondary grade level taught, years of teaching experience, and salary. Rural schoolteachers in the age category of 21-30 with the level of education of obtaining a Bachelor Degree and from 0-5 years teaching experience expressed higher intrinsic and extrinsic job satisfaction than older, more educated teachers with more income and more experience in the teaching field. Teachers in all demographic groups expressed higher intrinsic satisfaction with the job than extrinsic.

Elma (2013) in her study titled "The Predictive Value of Teachers' Perception of Organizational Justice on Job Satisfaction. This study aims to determine the organizational justice perceptions of primary school teachers and the predictive value of those perceptions on the teachers' job satisfaction. The findings revealed that in organizations such as schools, where interaction plays an important role, the principals should be even more sensitive to problems that may have a negative predictive value on the perceptions of justice and, for this reason; they should take the necessary steps to prevent any such perceptions. As this study concludes,

procedural and interactional justice types have a significant predictive value on teachers' job satisfaction.

Williams (2012) conducted a study titled "Teacher Perceptions of Factors That Influence Job Satisfaction and Retention Decisions." The purpose of the study was to investigate the factors that lead to teacher job satisfaction. The outcome of the study indicated teachers perceived principal support, collegial support, discipline issues class size, expectations, emoluments, scope of professional development and salary as significant factors that affected teacher job satisfaction and retention decisions. ion of teachers in relation to role commitment and they found the significant influence of sex on job satisfaction of teachers' and their result revealed that female teachers were found to be more job satisfaction than male teachers.

Sridevi (2011) conducted a study of job satisfaction of teacher educators of various colleges affiliated to University of Mysore. The purpose of the study was to study the job satisfaction of teacher educators. The study revealed that there was no significant difference of teacher educators with respect to gender and teaching experience in their job satisfaction. The teacher educators working in aided institutions were having higher job satisfaction than the teacher educators of unaided and government institutions.

Cerit (2009) conducted a study on "The Effects of Servant Leadership Behaviours of School Principals on Teachers' Job Satisfaction." Findings of the study indicated that strong positive relationship between servant leadership behaviours of school principals and teachers' job satisfaction. It was also found the servant leadership of principals was a significant predictor of teacher job satisfaction.

Singh (2007) carried out a study of job satisfaction of teacher educators from colleges of education affiliated to various universities of Punjab in relation to their

attitude towards teaching. The result of the study indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Kochar & Khetrapal (2006) studied on the topic titled "A study of stress, job satisfaction, and locus of control in permanent and temporary college teachers." The results of the study revealed that the stress of permanent teachers was low as compared with temporary teachers. Job satisfaction and coping skill of permanent teachers were higher than temporary teachers. Stress of teachers and their job satisfaction were negatively correlated. The relationship between job satisfaction and internal-external control was positive and statistically significant. It was thus concluded that teachers who were satisfied with their jobs had an internal locus of control. The permanent and temporary teachers differed significantly with respect to internal-external control because they had different job conditions.

Malik (2006) conducted a study of teaching performance of senior secondary school teachers in relation to their job satisfaction and adjustment. The study found out that overall job satisfaction of teachers of government senior secondary schools of Haryana were highly satisfactory, as per as their self- evaluation reports. They found themselves to be higher satisfied along most of the components of job satisfaction i.e. by different demographic variables like gender, age, academic qualification, teaching experience and location.

Ololube (2006) conducted a study titled "Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment". The result of the study revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching

performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Kumar & Patnaik (2004) studied on organisational commitment, attitude towards work and job satisfaction of postgraduate teachers. The results of the study revealed that organisational commitment and job satisfaction was correlated and which showed that the teachers who were more, committed towards organisation were more satisfied with their job. Further Job satisfaction and attitude towards work were highly correlated and it showed that those who had positive attitude towards work were more satisfied in their job.

Mottet et al. (2004) conducted a study to examine the effects of student verbal and nonverbal responsiveness on teacher self-efficacy and job satisfaction. The study found that and over half of the total variance in teacher job satisfaction and over a quarter of the total variance in teacher self-efficacy was attributable to student verbal and nonverbal responsiveness. Overall, student nonverbal responsiveness had a greater effect on teacher self-efficacy and job satisfaction than verbal responsiveness.

Ramatulasamma & Rao (2003) conducted a study on job satisfaction of teacher educators. They found that teacher educators derived satisfaction form the the positive relationship with their student. Teacher educators were deriving a great deal of happiness from students and they were successful in promoting independent thinking in students. These teacher educators did enjoy considerable respect from the student and received strong appreciation of the teacher efforts. It was also found that they were deriving job satisfaction from the physical and infrastructural facilities of the college. Teacher educators did enjoy classroom teaching and

personally involved in their work and derived job satisfaction out of it. The code of conduct, the privilege of preparing prospective teachers, for schools, and accepting teacher education as a challenge contributed positively to the job satisfaction of teacher educators.

Bhaskara & Sridhar (2003) study showed that teachers attain adequate job satisfaction; they will be in a position to fulfill the educational objectives and national goals. The study found that the secondary school teachers were with good job satisfaction. There was no significant influence of age, gender, experience, qualifications, teaching subjects, location of the school, and type of management on the status of job satisfaction of teachers.

Gupta & Jain (2003) undertook a study with the objective of comparing the job satisfaction between teachers working in government and private schools and to identify the factors influencing teachers to take up nursery teaching as a career. It was found that most of the teachers did not think of nursery school teaching as their career from the early school stage and hence did not purposely planed and prepared for it. Factors such as salary, security, physical conditions, promotion, recognition

Shafeeq (2003) carried out a study of low and high salaried group teachers, teaching visually impaired in relation to their adjustment and job satisfaction. The study was to find out the significance of difference between the mean scores of low and high salaried teachers in relation to their job satisfaction. It was found that salary did not play a vital role in their magnitude of satisfaction.

Shailaja (2003) conducted a study on locus of control and job involvement in relation to the job satisfaction of the teachers. The major purpose was to establish the relationship among locus of control, job involvement and job satisfaction. The results of the study revealed that locus of control as a generalized expectancy for internal or

external control of reinforcement could be meaningfully related to job satisfaction. There was significant relationship existed between job involvement and job satisfaction of teachers.

Srivastava (2003) conducted a study entitled "A study of Mental Health, Values and Job Satisfaction among teachers of Hindi and English Medium Schools". The purpose of the study was to determine the mental health, values, and job satisfaction among teachers of Hindi and English Medium schools. The findings revealed that Job satisfaction of these teachers was quite normal and satisfactory, but there was still some scope for its improvement. Female teachers of English medium showed significantly higher job satisfaction than their male counterparts. There was significant positive correlation between mental health and job satisfaction of teachers.

Dixit (1986) conducted a comparative study of job satisfaction among primary school teachers and secondary school teachers. The results of the study showed that in Hindi medium schools, primary school teachers were more satisfied than secondary school teachers where as in English medium schools, the level of job satisfaction among primary and secondary school teachers was the same. Female teachers were more satisfied than male teachers, both at primary and secondary levels. In total among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English medium schools where as among the secondary school teachers, those teaching in English medium schools were more satisfied than those teaching in Hindi medium schools.

Ramakrishnaiah (1980) investigated job satisfaction, attitude towards teaching and job involvement of college teachers. The major purpose of the study was to estimate the level of job satisfaction of college teachers and to find out the relationship between personal and demographic variables and job satisfaction of teachers. The study found out that college teachers, in general satisfied with their job. The female

teachers and teachers working in private colleges were more satisfied than those working in government colleges.

From the above literature , it was revealed that teachers/ teacher educators job satisfaction has influenced by principal support, collegial support, discipline issues class size, expectations, emoluments, scope of professional development and salary and promotion chances. Job satisfaction of teacher /teacher educators has impact on teacher leadership and congenial organizational culture which eventually lead to development of educational system. There in this context, it is essential to look into job satisfaction of teacher /teacher educators in transformational leadership framework. The following section presents the studies reviewed related to transformational leadership and job satisfaction in educational context.

2.4 Transformational Leadership and Job satisfaction

The main purpose of this section of review is focused on transformational leadership and job satisfaction in educational scenario. The studies show that transformational leadership of head of institution indeed makes job satisfaction of teachers. Review of 12 studies conducted for the transformational leadership and job satisfaction of teachers   are presented below.

Verma (2014) in her study titled "Transformational Leadership and Job Satisfaction of Female Primary Teachers in UAE: A quantitative perspective" found   that there was significant effect of transformational leadership styles of principals on the job satisfaction of teacher. The inspirational motivation and individualized consideration leadership styles showed positive significant predictive relationship with job satisfaction of teachers. Demographic variables of primary teachers did not influence their job satisfaction.

Saeeda & Ijaz (2013) conducted a study on the impact of principals leadership style on job satisfaction of the faculty members The purpose of the study was to explore the interplay between leadership styles (transformational, transactional, and laissez-faire) and faculty job satisfaction (intrinsic, extrinsic, and overall) in a public university of Pakistan. The results of the study revealed that there was a significant relationship between the group of transformational, transactional, and laissez-faire leadership styles and the faculty's intrinsic, extrinsic, and overall job satisfaction. However, Leadership style had slightly stronger relationship with extrinsic job satisfaction as compared to overall job satisfaction. The transformational leadership style, in relation to the other two independent variables (transactional and laissez-faire leadership styles), had a strong positive and statistically significant effect on faculty's intrinsic, extrinsic and overall job satisfaction.

Biggerstaff (2012) studied the relationship between principal leadership and their job satisfaction in a research entitled "The Relationship between Teacher Perceptions of Elementary School Principal Leadership Style and Teacher Job Satisfaction". The study found all five transformational leadership style component show positive, moderate correlations with teacher job satisfaction. This means that, as the level of teacher job satisfaction increases, the higher teachers rate their principal as a transformational leader. Teachers identified creativity, social service, and independence as the most significant contributing factors related to their intrinsic job satisfaction. It was also found that supervision and compensation as important contributing factors related to their extrinsic job satisfaction.

Steele (2012) examined how the transformation and instructional leadership styles of the principal relate to student achievement. Transformational leadership was examined through teachers, and principals' perceptions of the moral and ethical

practices of the principal. Instructional leadership was examined through teachers' and principals' perceptions of the development of professional learning communities. Principals' perceptions of their transformational leadership behaviours were compared to teachers' perceptions of their principals' transformational leadership behaviours. In addition, principals' perceptions of their instructional leadership behaviours were compared to teachers' perceptions of their principals' instructional leadership. The results of this study indicated that the principals of the high achieving schools demonstrated transformational and instructional leadership behaviours that focused more on instructional practices and student achievement than the low achieving schools.

Hukpati (2009) conducted a study titled "Transformational Leadership and Teacher's Job Satisfaction: A Comparative Study of Private and Public Tertiary Institutions in Ghana." The purpose of the study was to examine the relationship between transformational leadership style of heads of departments and the job satisfaction of lecturers in private and public tertiary institutions in Ghana. The results showed a positive correlation between transformational leadership and employee job satisfaction. It was also revealed no differences in transformational leadership and job satisfaction of lecturers in both private and public institutions. The results of the survey showed that heads of departments do not differ in their transformational leadership practices in both types of institutions.

Ejimofor (2007) investigated the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. The study found principals' transformational leadership skills significantly impacted teachers' job satisfaction.

Chi-Ling Sung. (2007) examined the influence of supervisors' transformational and transactional leadership styles on job satisfaction of college and university in Taiwan. The study found that teachers who perceived transformational leadership were the most satisfied with their jobs. In contrast, teachers who perceived transactional leadership reported less job satisfaction. Teacher job satisfaction increased with years of teaching experience.

Burns (2007) analysed of Transactional, and Transformational Leadership on Job Satisfaction of College Faculty. The correlation between academic leadership attributes and faculty job satisfaction was examined. The result of the study indicated there was significant correlation between transactional and transformational leadership on job satisfaction of college faculty. Regression analysis indicated that two transactional and two transformational leadership attributes accounted for approximately 83% of the variance of job satisfaction.

Korkmaz (2007) studied the effects of leadership style of the head teacher, transformational leadership, and transactional leadership along with teacher job satisfaction. The results revealed that head teacher transformational leadership had strong impact on the job satisfaction of teachers. The transformational leader indirectly affects the organizational health of school.

Lee (2005) conducted a study on teachers' perception of Principals' transformational Leadership and Teachers' job satisfaction and School Commitment. The purpose of this study is to examine teachers' job satisfaction and school commitment using the transformational leadership model in the context of educational reform in Taiwan. The result of this study showed that the model of transformational leadership has significant and positive effects on job satisfaction and school commitment among

Taiwanese secondary school teachers. Teachers seem to be articulate a vision of the future for the school, provide an appropriate model that is consistent with vision, foster the acceptance of group goals, offer individual support , and communicate high performance expectation.

Nguni (2005) in his study titled "A Study of the Effects of Transformational Leadership on Teachers' Job Satisfaction, Organizational Commitment and Organizational Citizenship Behaviour in Tanzanian Primary and Secondary Schools, found that transformational leadership of school leaders have a profound influence on teachers high levels of job satisfaction, organizational commitment and organizational citizenship behaviour.

Amoroso (2002) explored on the impact of principals' transformational leadership behaviors on teacher commitment and teacher job satisfaction. The purpose of this study attempted to investigate teachers' perceptions of principals' transformational leadership behaviors. The study found statistically significant relationships between principals' exercising of transformational leadership and staff morale. The transformational leadership styles of the principals also were found to have a significant impact on teacher commitment and teacher job satisfaction.

The above mentioned studies reveled that transformational leadership has significant impact on the job satisfaction in educational scenario. The whole sections of this enabled the researcher to identify key areas that are significant to do research in the field of transformational leadership of teacher educators. The following section deals with how these studies imply for the present research study.

2.5 Implications of the Review of Related Studies for the Present Study

The research studies related to various aspects teacher education, transformational leadership in education, job satisfaction of teachers and teacher educators and transformational and job satisfaction were reviewed. Under the various categories, 114 studies including 27 Indian studies and 87 foreign studies 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 or teacher trainers 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. These studies also indicate that the responsibilities of quality of teachers depend upon 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 studies were conducted related to quality indicators, total quality management and managerial silks of stakeholders in teacher education (Joicy, 2012; Kumaradas, 2009; Kumar, 2015; Javam, 2003; Subramonian&Muthaiah, 2008). Researcher explored Professional commitment, practical aspects, student improvement in teacher education (Devi,2013;Kumar,2012;Kumari,2012,).The researcher came across a number studies which examined the role of teacher education for the teacher leadership development (DePeza 2010; Laflin 2009;McNamara 1997; Suranna,2000; ; Miller 2010; Sburlan 2009). Novice teachers are prepared to receive their future students because they developed their pedagogical knowledge, reflective practices and connected theories to practices and teacher leadership. Teacher educators will improve the development process for these trainee teachers if they are exercise

teacher leadership and mentoring (Jackson, 2011; McMahon et.al. 2015; Samkange,2015) argued for reshaping teacher education through the professional continuum, cognized as teacher educators as teacher leaders. It requires the redesign of the practice of teacher education, necessitating new thinking and fresh approaches to the rich pedagogies that must underpin professional learning programmes, the sites of professional learning and new partnership arrangements.

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 & Goodboy, 2009; Barut, 2012; Boateng, 2014; Barut, 2012). The head of the institution transformational leadership behaviours influence teachers' classroom management, instructional, self-efficacy, peer cohesion of school staff, teacher retention rates, motivation, teacher learning opportunities, and teachers commitment to change (Al-Taneiji,2007Antwane,2012;Barnett,2005;Demir,2008;Lazzaro,2005 ;McCarley,2012; Nelson,2012;Reynolds,2009;Socorro,2013).The findings revealed that principal's transformational leadership behaviours have a significant effect on three unique components, developmental focus, recognition, and environment, which would eventually lead to teacher leadership development (Socorro, 2013). The study found the relative impact of principal instructional and transformational leadership on school culture, school-learning environment, collegial, cohesive professional climate, and collaborative culture (Barnett, 2005; Demir, 2008; Korach, 2011; Lucas, 2011; Miles, 2002). Head of the institutions enhance transformational preparation of transformational teacher leaders (Sun 2010; Winokur, 2013). Transformational

leadership of school leaders modelled desired transformational behaviours, enabled teachers to act by creating opportunities for them to take risks, and encouraged students through positive recognition (Rhea, 2007).

 Researchers identified transformational leadership components of school principals in terms of idealized influence(builds trust and acts with integrity), inspirational motivation(inspires others), individualized considers (coaches people),   and intellectual   stimulation   behaviours(encourages   innovative)(Balyer,2012; Murgel,2011; Salleha & Saidova, 2013; Timmerman,2007) .

Researchers also studied transformational leadership of teachers / instructors / faculties; they consider transformational leadership as fourth wave of teacher leadership (Leithwood & Jantzi, 2000; Rutledge, 2010). Researchers focus on teachers as leaders in schools, specifically those who operate outside of traditional leadership roles, there exist a promising area of new understanding for educational leadership as transformational teacher leadership. Studies have found that teachers who   display   idealized   influence,   intellectual   stimulation,   individualized consideration, and inspirational motivation can positively influence student behaviours, perceptions, and learning outcomes by providing support and encouragement and building trust (Bolkan & Goodboy, 2009). An instructor who is transformational focuses on individual students by providing moral support, showing appreciation for the work of individual students, and considering their opinion. Furthermore, a transformational teacher sets a respectful tone for interaction with students, demonstrates a willingness to change in light of new understandings, and establishes a classroom structure that promotes participative decision-making and delegation (Harrison 2011; Mulford & Silins 2003) Studies found the relationship between the exercises of transformational leadership in the university classroom and

student perception of the quality of their classroom instruction. In a university setting, the results indicate that teacher-leadership could include transformational classroom leadership as one of the defining qualities of a teacher-leader (Harvey et al. 2003; Pounder, 2006). Instructor transformational leadership behaviours are a more significant predictor of cognitive learning, affective learning, perceptions of instructor credibility, and communication satisfaction than instructor transactional leadership behaviours. Transformational instruction is positively correlated with lower faculty turnover rates, higher levels of faculty job satisfaction, increased faculty commitment to university reform and change, and faculty empowerment (Griffith, 2004; Leithwood & Jantzi, 2000; Harrison 2011; Jason, 2000). Adams and Hambright (2005) stated that today's higher education need to be learning organizations that are led by transformational leaders. Results indicated that charisma and intellectual stimulation were the main predictors of students' perceptions of an instructor's performance in terms of respect for an instructor, satisfaction with an instructor, and trust in an instructor. The individualized consideration and intellectual stimulation were the most important predictors of student involvement(Gill & Tibrewala, 2010; Harvey et al. 2003) .Researchers found that increases in ratings of instructors' transformational leadership were associated with increases in student ratings of their willingness to exert extra effort, their perceptions of instructor effectiveness, and their satisfaction with the instructor which foster (Bolkan & Goodboy, 2009; Pounder, 2008; Walumbwa et al. 2004). There is a positive relationship between student ratings of their instructors' classroom leadership behaviours with student ratings of the classroom outcomes.

The studies on transformational leadership in education enabled the researcher for locating different components of teacher transformational leadership, different methods and procedures, development of conceptual framework, trend in educational

research, differentiation of research approach. It is widely recognized that desirable leadership behaviour of the principals generated organizational culture and teacher efficacy, student achievement in educational institutions. Outstanding Teacher leaders make a difference to quality of teaching and learning, thus students' achievement in terms of learning outcomes. Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy. From the review of related literature it was observed that various researches carried out in the area of teacher leadership, teacher professionalism, transformational leadership and its various aspects.

The studies on the effect of 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. The present study tries to answer the question of what contribute transformational leadership of teacher educators. Many research studies found the relationship between job satisfaction and transformational leadership (Biggerstaff, 2012; Burns, 2007;Saeeda and Ijaz, 2013; Steele, 2012 ;). Studies found there is positive impact of principal transformational leadership style and job satisfaction (Amoroso, 2002; Burns, 2007; Chi-Ling Sung, 2007; Ejimofor, 2007; Muhammad, Saeeda and Ijaz 2013; Hukpati, 2009; Korkmaz, 2007; Nguni, 2005; Verma, 2014).

It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. However, teacher educators can play such type of role effectively only if they themselves have been prepared in creative, resourceful, and efficient teachers among the different factors influencing the performance of the teacher educators; one of the most significant factors is job satisfaction. Job satisfaction of teacher as an area of study has been studied

extensively by researchers (Bhaskara & Sridhar ,2003; Gupta & Jain ,2003; Shafeeq ,2003; Shailaja ,2003;Kumar & Patnaik ,2004; Mottet et al. ,2004; Ramakrishnaiah ,1980; Kocha& Khetrapal, 2006; Sungu et.al., 2014 ; Srivastava 2003;Williams,2012). Studies investigated the relationship between school leadership, teacher job satisfaction, and student achievement (Ggg, 2014; Williams, 2012 ;). The Influence of Competence, Motivation, and Organisational Culture to High School Teacher Job Satisfaction and Performance was revealed by the study of Arifin, 2014. Teacher related sources of job satisfaction seem to have a greater impact on teaching performance (Ololube, 2014). Teacher educators derived satisfaction form the positive relationship with their student. Teacher educators were deriving a great deal of happiness from students and they were successful in promoting independent thinking in students (Ramatulasamma & Rao, 2003). Further studies found various factors for contributing job satisfaction and the contributing factors of job satisfaction of teacher educators (Mondal, 2014; Khan and Verma, 2014 ; Rathod & Verma, 2006; Sridevi, 2011) .

Teacher educators / teacher education system play a pivotal role for nurturing this teacher leadership attribute of transformational leadership in pre service among student teachers. A few research studies were conducted transformational leadership in teacher education (Button, 2003; Dennis & Johnson, 2013).From the above discussion it can be concluded that research studies related to transformational leadership in teacher education are very limited.

2.6 Conclusion

The researcher could not find any relevant studied related to transformational leadership of teacher educator in India or abroad. There are different working conditions in India and abroad therefore the foreign findings do not have many

implications to our conditions in India. Therefore, the researcher strongly feels that the present study is extremely relevant in this context of the transformational leadership of teacher educators. This study will open vistas of thinking about transformational leadership in teacher education.

The following chapter describes the research design, the tools for data collection, sampling procedure and design for data analysis.

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