

CHAPTER III
METHODOLOGY

3.0 Introduction

This chapter deals with the methodology of the study. The focus of the research was to study the transformational leadership of teacher educators in the state of Kerala. The transformational leadership of teacher educators in the context of different demographic variables like gender, qualification, designation, year of experience and type of management in which they are working have been studied. The perception of student teachers about the transformational leadership of teacher educators, impact of job satisfaction on their transformational leadership, has also been studied. To realise the objectives of this study, quantitative approach has been followed.

In this chapter a detailed plan and procedure of the study has been presented. This plan and procedure gives a clear picture of the research design that includes population and sample of the study, source of data, development of research tools, data collection procedure, and details of data analysis.

3.1 Statement of the Problem

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

3.2 Objectives of the Study

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

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

3.3 Explanation of the Terms

Transformational Leadership

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

Job Satisfaction

Job satisfaction is the positive or pleasing emotional state resulting from the appraisal of one's job experience and is a general attitude towards the job and its work environment.

Teacher Educators

The word teacher educators refers to Lectures, Assistant Professors, Associate professors and Professors as designations working in B.Ed. programme in different types colleges of teacher education (Govt. ,Aided, Unaided and UCsTE) in the state of Kerala.

3.4 Delimitation of the Study

The study was delimited to Government, Aided, and Unaided, UCsTE colleges of teacher education affiliated to Mahatma Gandhi University, Kottayam and University of Kerala, Thiruvananthapuram in the State of Kerala.

3.5 Hypotheses of the Study

The hypotheses the studies are:

1. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators with respect to gender.
2. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators with respect to teaching experience as teacher educators
3. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators with respect to academic qualifications.
4. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators with respect to designations.
5. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators with respect to type of management of work place.
6. There was no significant difference between the composite and component mean scores of transformational leadership of teacher educators as perceived by the student teachers with respect to gender.
7. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators as perceived by the student teachers with respect to age group.

8. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators as perceived by the student teachers with respect to academic background.
9. There was no significant difference between the composite and components mean scores of transformational leadership of teacher educators as perceived by the student teachers with respect to the type of management in which they study.
10. There was no significant difference between the composite and components mean score of transformational leadership of teacher educators as perceived by teacher educators and student teachers.
11. There was no significant relationship between the composite and components mean scores of job satisfaction of teacher educators and composite and components mean scores of transformational leadership of teacher educators.

3.6 Research Design

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

3.7 Description of Population and Sampling Procedure

3.7.1 Population of the Study

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

Teacher Education (B.Ed. stream) in the state of Kerala. The details of colleges of teacher education in the state of Kerala is shown in the Appendix-V

3.7.2 Sample of the study

Colleges of teacher education (B.Ed. stream) which are affiliated to University of Kerala and Mahatma Gandhi University based on the type of management were selected by stratified random sampling method. Six to ten teacher educators and fifteen student teachers were selected from each college of teacher education through simple random sampling method. The table 3.1 and graph 3.1 show details of population and sample colleges of teacher education.

Table: 3.1 Colleges of Teacher Education Selected for the Study

Type of Management	Total No. of College Teacher Education	No .of Colleges of Teacher Education Selected	% of Selected Colleges of Teacher Education
Govt.	4	1	25
Aided	17	10	58.82
Unaided	149	30	20.13
UCsTE	35	14	40.00
Total	205	55	26.82

Graph 3.1 shows the percentages of the sample colleges of teacher education selected as the sample of the study.

Graph 3.1

Percentage of the Sample Colleges of Teacher Education

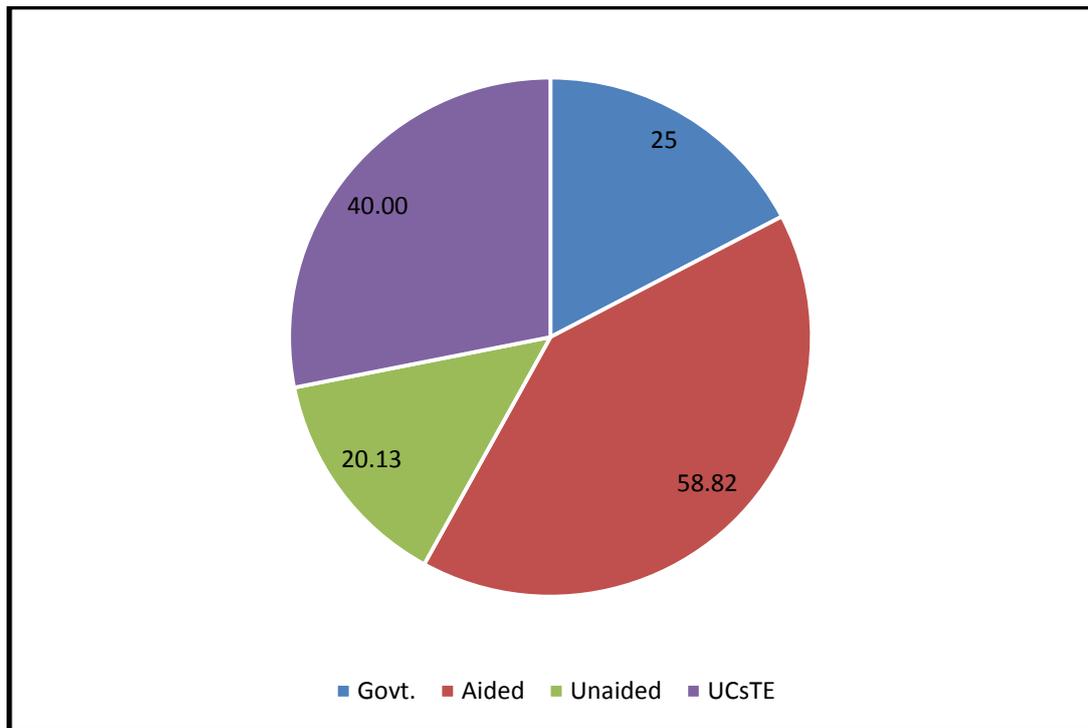


Table 3. 1 and chart 3.1 , it was revealed that, 25% of govt. college of teacher education , 58% of aided colleges of teacher education , 20% unaided colleges of teacher education and 40% of UCsTE were comprised of the sample colleges of teacher education . From these colleges a total of 404 teachers and 825 student teachers were selected.

The demographic details of teacher educators and student teachers are shown the following table 3.2 and table 3.3

Table 3.2**Profile of the Sample Group Teacher Educators**

Demographic Variables	Components	N	%
Gender	Female	312	77.23
	Male	92	22.77
Educational Qualifications	P.G +M.Ed.	155	38.37
	P.G +M.Ed. +NET	151	37.38
	P.G +M.Ed. +Ph.D.	36	8.91
	P.G +M.Ed+NET+Ph.D	62	15.34
Designations	Lecturer	235	58.16
	Assistant Professor	144	35.66
	Associate professor	25	6.18
Years of Experience	Less than 10 years	244	60.40
	More than 10 years	160	39.60
Type of Management	Govt.	10	2.47
	Aided	72	17.82
	Unaided	205	50.74
	UCsTE	117	28.96

From the above table 3.2, it was revealed that 77.23% respondents for the study were female and 22.77 % were male. Teacher educators with PG+ M.Ed. qualification were 38.37% of the respondents, 37.38 were PG + M.Ed. + NET qualified, 8.91 %were P.G + M.Ed. + Ph.D. qualified and 15.34 % were P.G+ M.Ed. + NET + Ph.D. qualified. Regarding to designations 58.16% respondents were Lectures, 35.66%

were assistant professors, and 6.18% were Associate Professors. Concerning years of teaching experience as teacher educators 60.40% of respondents were less than 10 years of experience whereas 39.60% respondents were more than 10 years of teaching experience as teacher educators. It was also shown from the above table that, 2.47% of the respondents were from govt. college of teacher education. 17.82% from aided colleges of teacher education, 50.74% from unaided colleges of teacher education and 28.96% of the respondents were from UCsTE

The details of student teachers selected according to various demographic variables are shown the following table 3.2.

Table 3.3

Profile of Sample Student Teachers the of Study

Demographic Variables	Components	N	%
Gender	Female	605	73.33
	Male	220	26.67
Age	21-22	296	35.88
	23-24	320	38.78
	25 Above	209	25.34
Academic Background	Under Graduate	390	47.27
	Post Graduate	435	52.73
Type of Management	Govt.	15	1.81
	Aided	150	18.18
	Unaided	450	54.54
	UCsTE	210	25.45

It was revealed from the above table and chart that 73.33% of the respondents are female and 26.67% of the respondents are male. 35.88% respondent were belong to the age group of 21-22 and 38.78% of them were belong to the age group of 22-23 and 25.33% of respondents were age group of 25 years and more. 47.27% of the respondent were post graduate qualified whereas 52.73% respondents were undergraduate. It was also shown from the above table that, 1.89% of the respondents were from Govt. College of teacher education, 18.18% from aided colleges of teacher education, 55.54% from unaided colleges of teacher education and 25.45% of the respondents were from UCsTE.

3.8 Research Tools

Normative survey method was used to collect data from teacher educators and student teachers through the questionnaires developed for this purpose. The Researcher has developed three questionnaires namely Transformational Leadership Descriptive Questionnaire (TLDQ) and Job Satisfaction Questionnaire of Teacher Educators (JSQTE) for teacher educator and Transformational Leadership of Teacher Educators: A Questionnaire for student Teachers. These questionnaires are given in the Appendix VI. A group expert validated the research tools (See Appendix- III).

The researcher developed these questionnaires based on the understanding of key dimensions of transformational leadership, job satisfaction and core competencies required for teacher educators. The researcher has considered after a thorough review of related literature the components of transformational leadership theory proposed by Bass, (1985) and Bycio et al. (1995). These components include idealised influence, inspirational motivation, intellectual stimulation, and individualized consideration. Job satisfaction questionnaire for teacher educators was based on the theory of Arvey et al. (1989), Weiss, Dawis, England & Lofquist (1967), Dinhan &

Shot, 1998. and Herzberg et.al (1959). Researcher had also reviewed a few available tools in the area of the study (Avolio & Bass, 2004; Avolio, B. J., Bass, B. M. & Jung, D. I. 1995, 1999. Bass & Avolio, 1995, 2000; Nguni, 2005; Ramatulsamma & Rao, 2003). The detailed description of the construction of the research tools are presented below.

3.8.1 Transformational Leadership Descriptive Questionnaire (TLDQ) for Teacher Educators.

The researcher has developed Teacher Educator Transformational Leadership Descriptive Questionnaire (TLDQ). This questionnaire was intended to study the perception of transformational leadership of teacher educators. The first step for the preparation of the questionnaire was to attain a thorough knowledge of the topic, objectives of the study and the nature of the data needed. In the present study the guideline from the related literature were gathered to have a deep knowledge about the topic under consideration. Considering the four components of transformational leadership as proposed by Bass (1995), the statements were formulated under the each component. The first draft of this questionnaire had 55 statements, then this was referred to the experts for the content validity based on the recommendations the questionnaire was modified and finally 32 statements focusing the four component of Transformational leadership included in the questionnaire. Response of the teacher educators were collected on 5 point scale; 0=Never, 1= Rarely, 2=Sometimes, 3= Often, 4= Always. The questionnaire is enclosed in appendix IV. The components and corresponding statements number of the Transformational Leadership Descriptive Questionnaire (TLDQ) is shown in the following table 3.4

Table 3. 4

Components, Total Questions and Item Number of the Transformational Leadership Descriptive Questionnaire (TLDQ)

Sr. No.	Components	Total Questions	Item No.
1.	Idealized Influence	8	3,9,12,15,17,19,20,21,
2.	Inspirational Motivation	12	2,5,7,11,13,14,22,27,28,30,31,32
3.	Intellectual Stimulation	6	1,4,6,10,24,26,
4.	Individualized Consideration	6	8,16,18,23,25,29

3.8.2 Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers

The researcher has developed Transformational leadership of teacher educators: A Questionnaire for Student Teachers. This questionnaire was designed to study the perception of student teachers on the transformational leadership characteristics of teacher educators. The first step of for the preparation of the questionnaire was to attain a thorough knowledge of the topic, objectives and nature of the data needed. Considering the four components of transformational leadership as proposed by Bass (1995) the statements were formulated to study the characteristics of teacher educators' transformational leadership in their professional practices as perceived by student teachers. After this first the draft of questionnaire was prepared with 65 statements with the consultation of the guide. This questionnaire was referred to the experts for the content validity. After reviewing the suggestions the final draft was prepared. Through the discussion with guide the questionnaire was modified and finally 42 statements focusing the four components of transformational leadership included in the questionnaire.

Respondents answered the questionnaire using a 5-point scale; 0=Strongly Disagree, 1=Disagree, 2=Undecided, 3=Agree, 4=Strongly Agree.

The details of component wise arrangement of the questionnaire are shown in the following table 3.5.

Table 3. 5
Components, Total Questions and Item Number of Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers

Sr. No.	Components	Total Questions	Item No.
1.	Idealized Influence	9	2,5, 6,7,13, 16, 33, 34, 37
2.	Inspirational Motivation	13	3, 8, 11, 12,19, 21,23, 26, 31, 32, 36, 39, 41
3.	Intellectual Stimulation	11	9,14, 17,18, 21, 25, 27, 28, 30, 35, 38
4.	Individualized Consideration	9	4,10,15,20,24,29,36,40,42

3.8.3 Job Satisfaction Questionnaire of Teacher Educators (JSQTE)

The Researcher has developed Teacher Educators Job Satisfaction Questionnaire. This questionnaire was designed to study the job satisfaction of teacher educators. The researcher considered the job satisfaction theory develop by Weiss, Dawis, England & Lofquit, 1967 and Arvey, 1998; Arvey et.al, 1989. According to the above studies, there are two components of job satisfaction: Intrinsic job satisfaction and extrinsic job satisfaction. Statements of this questionnaire were prepared based on the intrinsic and extrinsic job satisfaction of teacher educators in the context of their professional practice. The first draft of questionnaire with 60 statements was prepared in the consultation with the guide. This questionnaire was referred to the

experts for the content validity. Based on the recommendations, the questionnaire was redrafted and finally 40 statements, focusing the two components of job satisfaction of teacher educators were included in the final questionnaire.

Respondents answered the questionnaire using a 5-point scale; 0=Strongly Disagree, 1=Disagree, 2=Undecided, 3=Agree, 4=Strongly Agree.

The component wise number of statements and item wise number of the statements are shown in the following table 3.6.

Table 3.6

Components, Total Number of Questions and Item Number of the Job Satisfaction Questionnaire of Teacher Educators (JSQTE)

Sr. No.	Components	Total No. of Questions	Item No.
1.	Intrinsic	25	1,2,3,4, 5, 6,7, 8, 12, 13, 15, 20, 21, 22,26, 27, 28, 29, 30, 32, 34, 37, 38, 39, 40
2.	Extrinsic	15	9,10,11, 14, 16, 17, 18, 19, 23, 24, 25, 31, 33, 35, 36,

3.9 Norms for Interpretation of Response

Transformational Leadership Descriptive Questionnaire (TLDQ) and Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers were used to collect data from the teacher educators and the student teachers about the transformational leadership of teacher educators. Responses were collected on the five point scale ranging 0 to 4. Mean scores below 3 was considered as low in exhibiting the transformational leadership character, the scores between 3 to 3.5 were considered as moderately exhibiting the character and mean scores between score 3.5 to 4 were considered to be high.

3.10 Data Collection Procedure

Researcher had obtained prior permission from the Heads of the Institutions of the identified as sample for the research study. Researcher had personally visited all the colleges over a period of one year and collected data. During the process of data collection, the researcher could interact with the teacher educators and student teachers and discussed about the transformational leadership in teacher educators. The data was collected for a period of one year during the academic year 2013-2014.

3.11 Data Analysis

Quantitative research design was used to analyse the data. In this study, the data collected through questionnaire were in interval scale. The data was coded as per the norms developed and analysed through SPSS. The descriptive statistics viz: mean, standard deviation and standard error were used to describe the status of different variables in the study. One sample t- test was used to describe the significance of the data. Independent Sample t-test was used for finding out significance of difference between means of different variables of the study. One way ANOVA was used to study the variations where there were more than two groups for comparison in each instance. Karl Pearson product moment correlation was used to find out relationship between job satisfaction and transformational leadership of teacher educators. Linear regression was used analysis to predict the influence of job satisfaction on transformational leadership of teacher educators. The details of data analysis corresponding to the objectives are shown in the following table 3. 7

Table 3. 7**Objectives, Sample, Research Tools of the Study and Scheme of Analysis**

Sr. No	Objectives	Sample	Tools of Data Collection	Nature of Data	Scheme of Analysis
1.	1	Teacher Educators (404)	Transformational Leadership Descriptive Questionnaire (TLDQ)	Quantitative	Mean, Standard deviation(SD), One Sample t – test, Independent Sample t-test and One way ANOVA
2.	2	Student Teachers (825)	Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers	Quantitative	Mean, SD, One Sample t -Test, Independent Sample t-Test and One way ANOVA
3.	3	Teacher Educators (404)and Student Teachers (825)	Transformational Leadership Descriptive Questionnaire (TLDQ) and Teacher Educators as Transformational Leaders: A Questionnaire for Student Teachers	Quantitative	Mean, SD and Independent Sample t- test
4.	4	Teacher Educators (404)	Transformational Leadership Descriptive Questionnaire (TLDQ) and Job Satisfaction Questionnaire for Teacher Educators(JSQTE)	Quantitative	Karl Persons Product Moment Correlation and Multiple Regression

3.12 Conclusion

This chapter presented a detailed description of research design, development and validation of the research tools, data collection and analysis procedure. The following chapter presents analysis and interpretation of the data in the light of specific study objectives.