

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

In the previous chapter, research design of the study was presented along with the research methodology in detail. This chapter presents the detailed results of analysis and interpretation of the data collected from the teacher educators and student teachers for the purpose of the study. The mode of analysis and the results are presented quantitatively followed by the summary paraphrasing the findings. The data was collected through the questionnaires to study the characteristics of transformational leadership of teacher educators in the state of Kerala.

4.1 Scheme of Analysis

Quantitative methods of data analysis were used in this study and presented in the following sections.

A. Section I

In this section, statistical findings of perceived characteristics of transformational leadership of teacher educators are presented. This section deals with the responses of teacher educators to the questionnaire for the transformational leadership characteristics with respect to the different demographic variables.

B. Section II

In second section, the results of analysis of transformational leadership characteristics of teacher educators as perceived by student teachers are presented. It deals with the results of responses by students to the questionnaire for transformational characteristics of teacher educators and results of comparative analysis of student teachers response to the transformational leadership characteristics of teacher educators based on different demographic variables.

In this section, the comparative analysis of transformational characteristics of teacher educators as perceived by teacher educators and student teachers has been presented.

D. Section IV- This final section deals with the results of responses of teacher educators to questionnaire related to job satisfaction and its relation with transformational leadership. It has two parts; in the first part, results of responses to job satisfaction questionnaire by teacher educators are presented. The second part of this section shows the results of correlational and regression analysis of teacher educators job satisfaction and transformational leadership.

4.2 Section-1

The data collected through Transformational Leadership Descriptive Questionnaire (TLDQ) administered to the teacher educators with regard to their perceived characteristics of transformational leadership were analyzed and findings are presented in this section. A total of 404 teacher educators responded to the survey. The first part of this section deals with the descriptive statistics of teacher educators' response to the questionnaire with regard to their transformational leadership characteristics. The output of the data is presented in terms of their demographic variable and various components of the leadership characteristics. Subsequently the analysis of inferential statistics related to the significance differences of characteristics of transformational leadership across various demographic variables of teacher educators and components of transformational leadership is presented.

4.2.1 Transformational Leadership of Teacher Educators

The analysis of the data collected from the Transformational Leadership Descriptive Questionnaire (TLDQ) is presented in this part. The table 4.1 shows the result of mean scores of characteristics of transformational leadership of teacher educators. Test statistics, the t-test was applied at the level of confidence of 95% with test value as 3.

Table 4.1
Descriptive Statistics and t-value of Transformational Leadership of the Teacher Educators

Sr. No.	Transformational Leadership	Min.	Max.	Mean	S.D	S.E	t - value	Sig.
1	Transformational leadership Composite Score #	1.97	3.83	3.08	.33	.01	66.33	.00*
2	Idealized Influence (II)	1.40	4.00	3.05	.39	.02	53.59	.00*
3	Inspirational Motivation(IM)	2.00	3.80	3.19	.38	.01	60.83	.00*
4	Intellectual Stimulation (IS)	1.71	4.00	2.85	.43	.02	39.22	.00*
5	Individualized Consideration (IC)	1.80	4.00	3.34	.39	.01	67.50	.00*

***Significant at .01 level, N=404**

#This score is a composite of the four components

A graphical representation of the mean scores of components of transformational leadership perceived by teacher educator is shown in the graph 4.1.

Graph 4.1

Mean Scores of the Components of Transformational Leadership of Teacher Educators

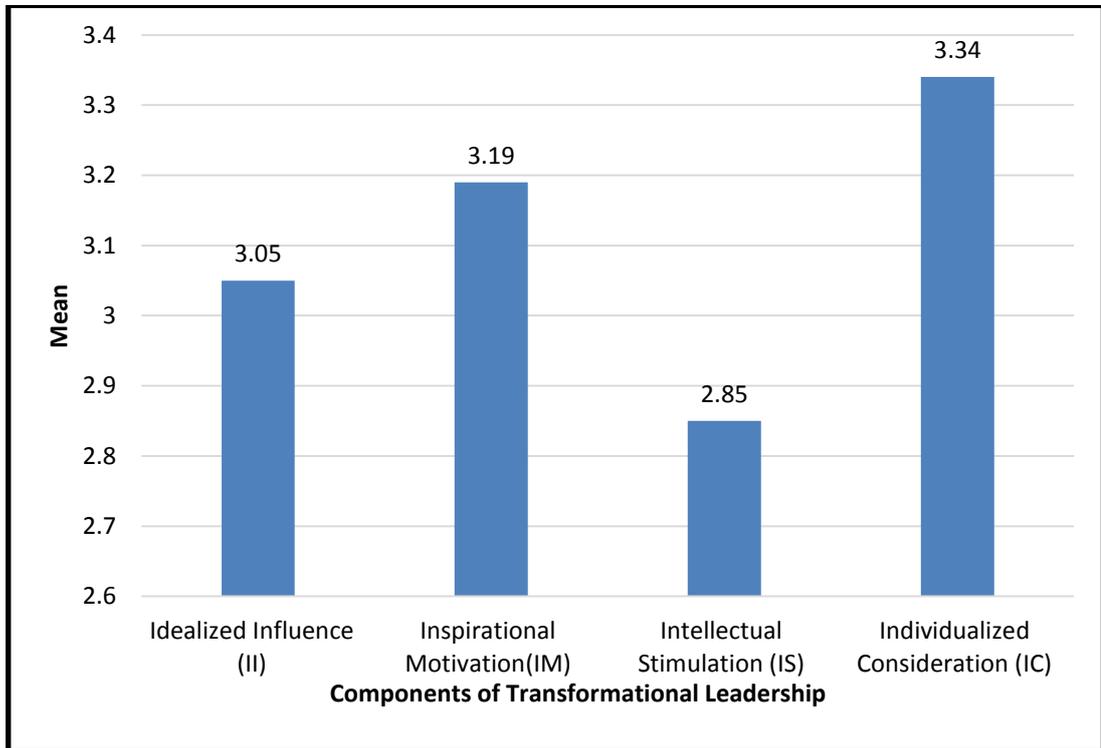


Table 4.1. shows that the mean scores of transformational leadership of teacher educators was 3.08 (SD=.38), which indicates the teacher educators in the state of Kerala perceived that they were exercising transformational leadership moderately.

Among the characteristics of the transformational leadership, teacher educators' mean scores on each component varied. Except intellectual stimulation (M=2.85, SD=.43) teacher educators perceived that they were exercising individualized consideration (M=3.34, SD=.39), inspirational motivation (M=3.19, SD=.38) and idealized influence (M=3.05, SD=.39).

4.2.2 Transformational Leadership of the Teacher Educators with respect to their Demographic variables

The analysis of transformational leadership of teacher educators with respect to various demographic variables; gender, academic qualifications, designations, teaching experience and type of management are shown with the help of tables and graphs.

4.2.1.1 Transformational Leadership of Teacher Educators with respect to Gender

The following table 4.2 shows the results of the transformational leadership mean scores of teacher educators with respect to gender.

Table 4.2
Transformational Leadership of the Teacher Educators with respect to Gender

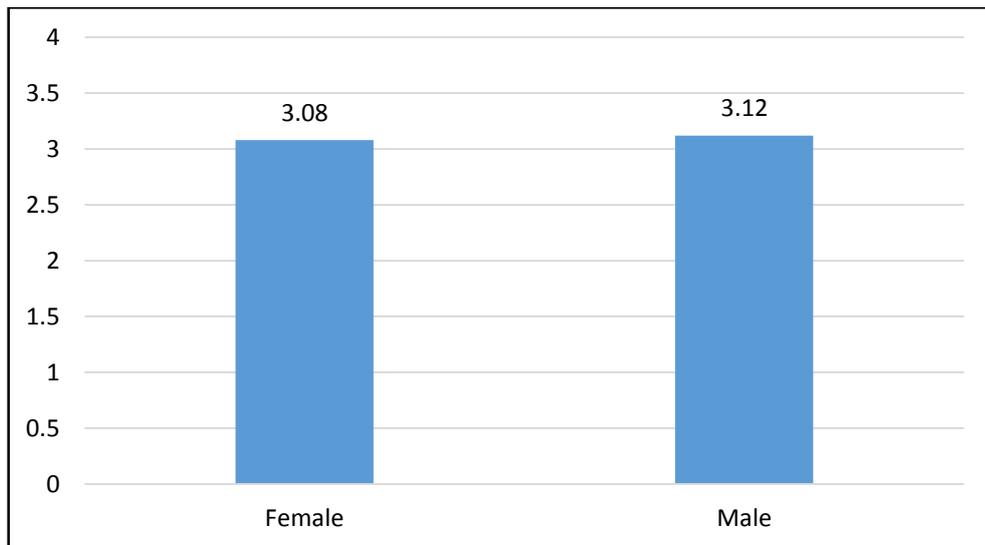
Sr	Transformational Leadership	Gender	Mean	SD	t-Score	Sig.
1	Transformational Leadership composite score	Female	3.08	.32	-.98	.32
		Male	3.12	.36		
2	Idealized Influence	Female	3.03	.43	-1.85	.06
		Male	3.11	.43		
3	Inspirational Motivation	Female	3.19	.39	-.49	.61
		Male	3.21	.39		
4	Intellectual Stimulation	Female	2.83	.43	-1.34	.17
		Male	2.90	.44		
5	Individualized Consideration	Female	3.33	.38	-1.22	.22
		Male	3.39	.42		

Number: Female=312 Male=92, df =402

A graphical representation of mean scores of transformational leadership of female and male teacher educators is presented below graph 4.2.

Graph 4.2

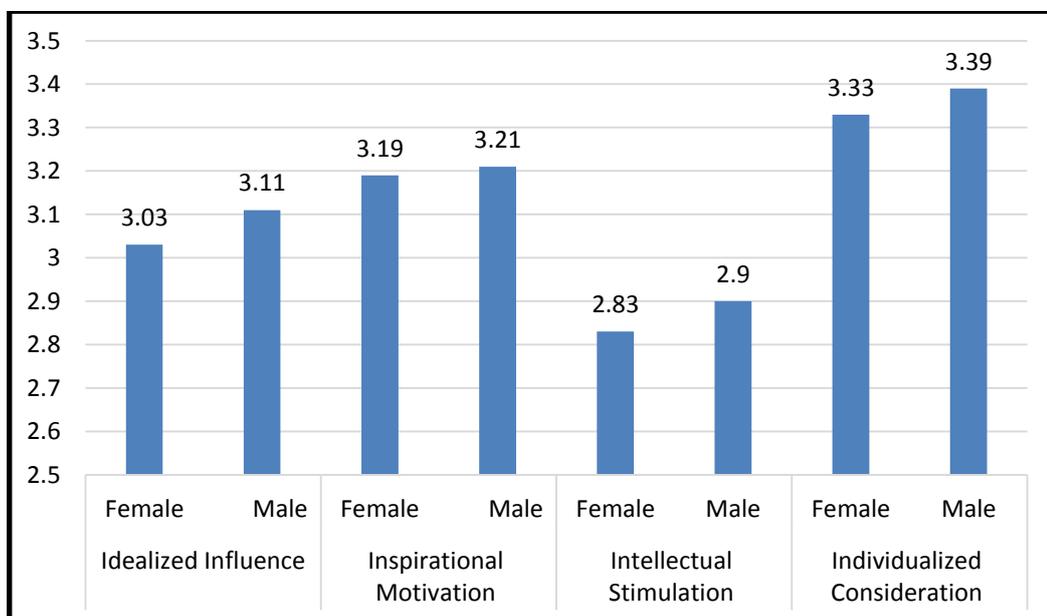
Mean Scores of Transformational Leadership of the Teacher Educators with respect to Gender



Graph 4.3 gives the graphical representation of the mean scores of components of transformational leadership of female and male teacher educators.

Graph 4.3

Mean Scores of the Components of Transformational leadership of the Teacher Educators with respect to Gender



It was observed from the table 4.2 and graph 4.2 that both the female and male teacher educators were exercising transformational leadership moderately. Teacher educators irrespective of gender were exercising moderate transformational leadership components of idealized influence inspirational motivation and individual consideration, whereas their intellectual stimulation was found low as indicated by table 4.2 and chart 4.3 with respect to the gender.

Independent sample t - test was used to test the hypothesis (1) to find the difference of mean scores was statistically significant. An a priori alpha level of .01 was chosen in order to detect if differences were not by chance. It was found from the table 4.2 that there was no significant difference between the composite and component mean scores of transformational leadership of teacher educators with respect to gender at .01 level of confidence. Hence, the null hypothesis was accepted. Therefore, teacher educators did not differ in exercising transformational leadership irrespective of their gender.

4.2.1.2 Transformational leadership of Teacher Educators with respect to Academic Qualifications

The various qualifications of teacher educators, taken for the present study, are P.G + M.Ed., P.G + M.Ed. + NET (National Eligibility Test of Lectureship), P.G+ M.Ed. + Ph.D., and P.G + M.Ed. +Ph.D. + NET. The following table 4.3 shows the results of perceived transformational leadership characteristic of teacher educators with respect to academic qualifications.

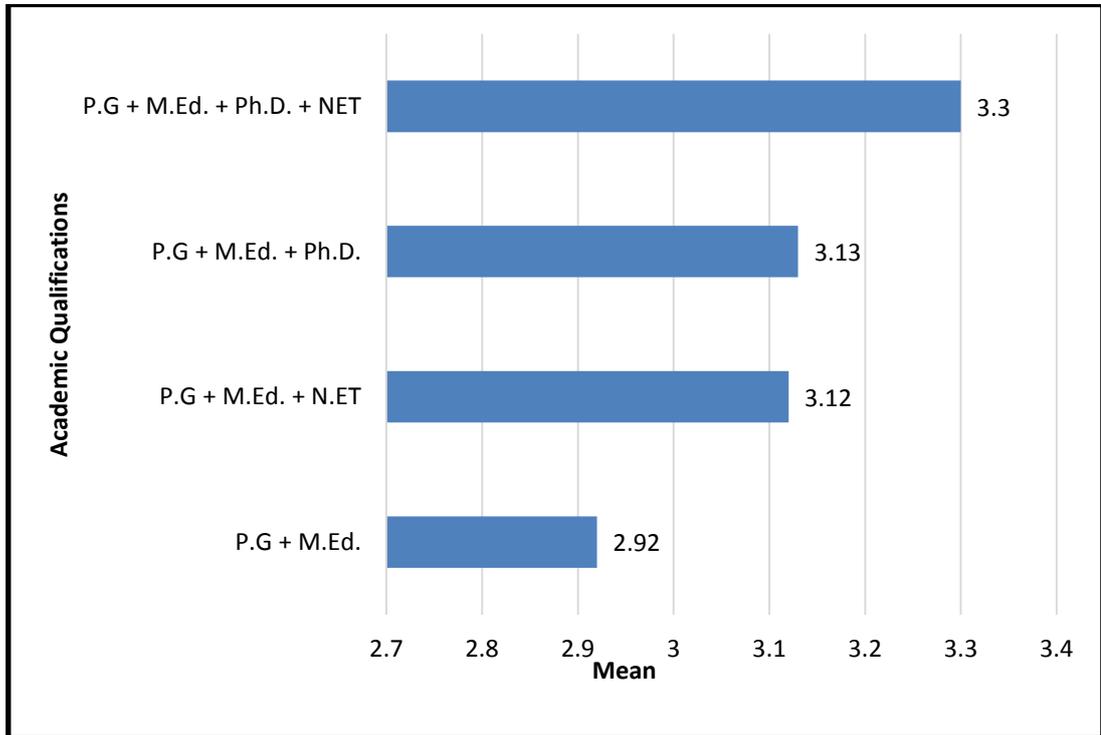
Table 4.3**Transformational Leadership of the Teacher Educators with respect to their Academic Qualifications**

Sr .N o.	Transformational Leadership	Academic Qualifications	N	Mean	S.D
1	Transformational Leadership Composite score	P.G + M.Ed.	151	2.92	.31
		P.G + M.Ed. + NET	161	3.12	.28
		P.G + M.Ed. + Ph.D.	41	3.13	.41
		P.G + M.Ed. + NET + Ph.D.	51	3.30	.26
2	Idealized Influence	P.G + M.Ed.	151	2.87	.40
		P.G + M.Ed. + NET	161	3.07	.42
		P.G + M.Ed. + Ph.D.	41	3.04	.48
		P.G + M.Ed. + NET + Ph.D.	51	3.20	.41
3	Inspirational Motivation	P.G + M.Ed.	151	3.00	.39
		P.G + M.Ed. + NET	161	3.23	.34
		P.G + M.Ed. + Ph.D.	41	3.20	.51
		P.G + M.Ed. + NET + Ph.D.	51	3.37	.34
4	Intellectual Stimulation	P.G + M.Ed.	151	2.74	.44
		P.G + M.Ed. + NET	161	2.81	.41
		P.G + M.Ed. + Ph.D.	41	2.87	.46
		P.G + M.Ed. + NET + Ph.D.	51	3.07	.36
5	Individualized Consideration	P.G + M.Ed.	151	3.15	.42
		P.G + M.Ed. + NET	161	3.39	.34
		P.G + M.Ed. + Ph.D.	41	3.32	.47
		P.G + M.Ed. + NET + Ph.D.	51	3.52	.30

Graph 4.4 provides the graphical representation of mean scores of transformational leadership of teacher educators with respect to academic qualifications.

Graph 4.4

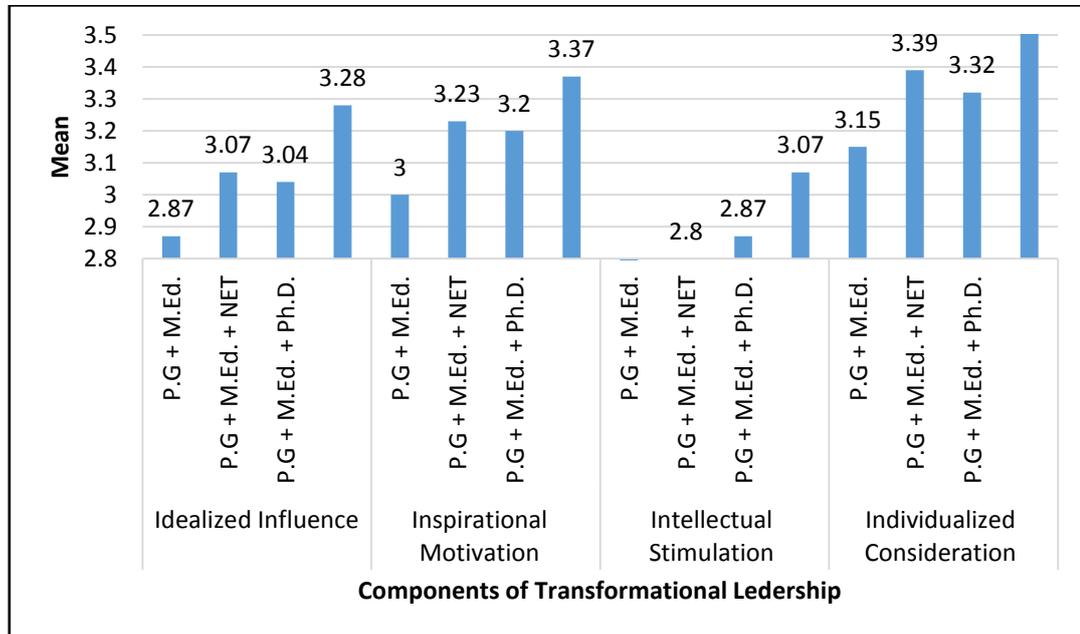
Mean Scores of Transformational Leadership of the Teacher Educators with respect to Academic Qualifications



A graphical representation of the mean scores of the components of transformational leadership of teacher educators with respect to educational qualifications is presented below graph 4.5

Graph 4.5

Mean Scores of the Components Transformational leadership of the Teacher Educators with respect to Academic Qualifications



It was observed from the table 4.3 and graph 4.4 that teacher educators belong to different academic qualifications were exercising transformational leadership moderately expect those who belong to the P.G + M.Ed. academic qualification.

From the table 4.5 and graph, 4.5 it was found that teacher educators belong to different academic qualification were exercising moderate idealised influence, inspirational motivation except those belonging to the P.G. + M.Ed. All categories of teacher educators were exercising moderate individual consideration. However all categories of teacher educators were exercising low intellectual stimulation except those who belong to the P.G.+ M.Ed. +P h. D. + NET qualifications.

One way ANOVA was used to test the hypothesis (2) to find the difference in mean scores was statistically significant. The results of the f-test is shown in the table no.4.4

Table 4.4**Transformational Leadership of the Teacher Educators with respect to Academic Qualifications - F test Results**

Sr. No.	Transformational Leadership	Source of variance Academic Qualifications	Sum of Squares	df	Mean Square	F-ratio	Sig.
1	Transformational Leadership Composite Score	Between Groups Within Groups Total	4.55 38.69 43.24	3 400 403	1.51 .09	15.67	.00*
2	Idealized Influence	Between Groups Within Groups Total	5.495 56.75 62.24	3 400 403	1.832 .142	12.911	.00*
3	Inspirational Motivation	Between Groups Within Groups Total	3.449 56.85 62.30	3 400 403	1.150	7.183	.00*
4	Intellectual Stimulation	Between Groups Within Groups Total	3.698 73.42 77.12	3 400 403	1.233 .184	6.714	.00*
5	Individualized Consideration	Between Groups Within Groups Total	3.541 59.98 63.53	3 400 403	1.180 .150	7.871	.00*

***Significant at .01 level**

It was found from the table 4.4 that there was significant difference between the composite and component mean scores of transformational leadership of teacher educators with respect to their academic qualifications at .01 level of confidence. Hence, the null hypothesis was rejected. Therefore, teacher educators did differ in exercising transformational leadership with respect of their academic qualifications. The higher the educational qualifications of teacher educators the higher in exercising transformational leadership.

4.2.1.3 Transformational Leadership of Teacher Educators with respect to Teaching experience as Teacher Educator

The teacher educators were categorized into two groups based on the years of teaching experience as teacher educators as those who were having less than 10 years and more than 10 years as teacher educator. The following table 4.5 shows the results of transformational leadership characteristics on the basis on years of teaching experience as teacher educator.

Table 4.5
Transformational Leadership of the Teacher Educators with respect to Teaching Experience as Teacher Educator

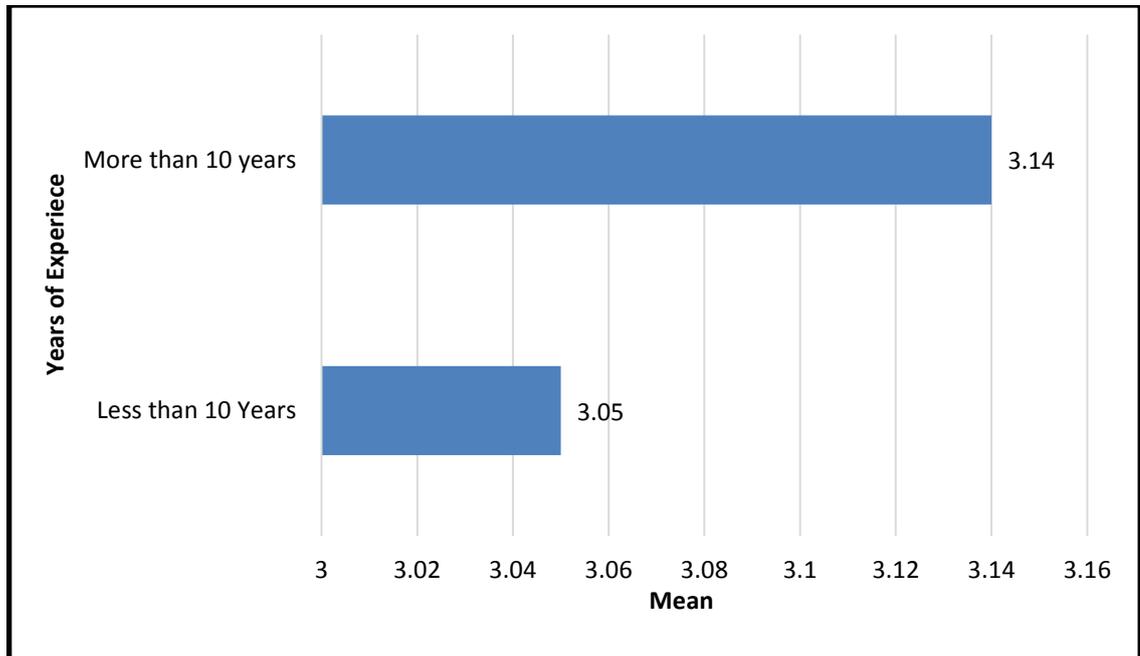
Sr. No	Transformational Leadership	Teaching Experience	N	Mean	S.D	t - value	Sig.
1	Transformational Leadership Composite Score	Less than 10 yrs.	257	3.05	.31	-2.53	.01*
		More than 10 yrs.	147	3.14	.33		
2	Idealized Influence	Less than 10 yrs.	257	3.01	.41	-2.44	.01*
		More than 10 yrs.	147	3.10	.46		
3	Inspirational Motivation	Less than 10 yrs.	257	3.18	.37	-1.27	.20
		More than 10 yrs.	147	3.23	.41		
4	Intellectual Stimulation	Less than 10 yrs.	257	2.79	.43	-3.52	.00*
		More than 10 yrs.	147	2.95	.41		
5	Individualized Consideration	Less than 10 yrs.	257	3.32	.39	-1.7	.09
		More than 10 yrs.	147	3.39	.40		

***Significant at .01 level**

A graphical representation of the mean scores of transformational leadership of teacher Educators with respect years of teaching experience as teacher educators is presented below.

Graph 4.6

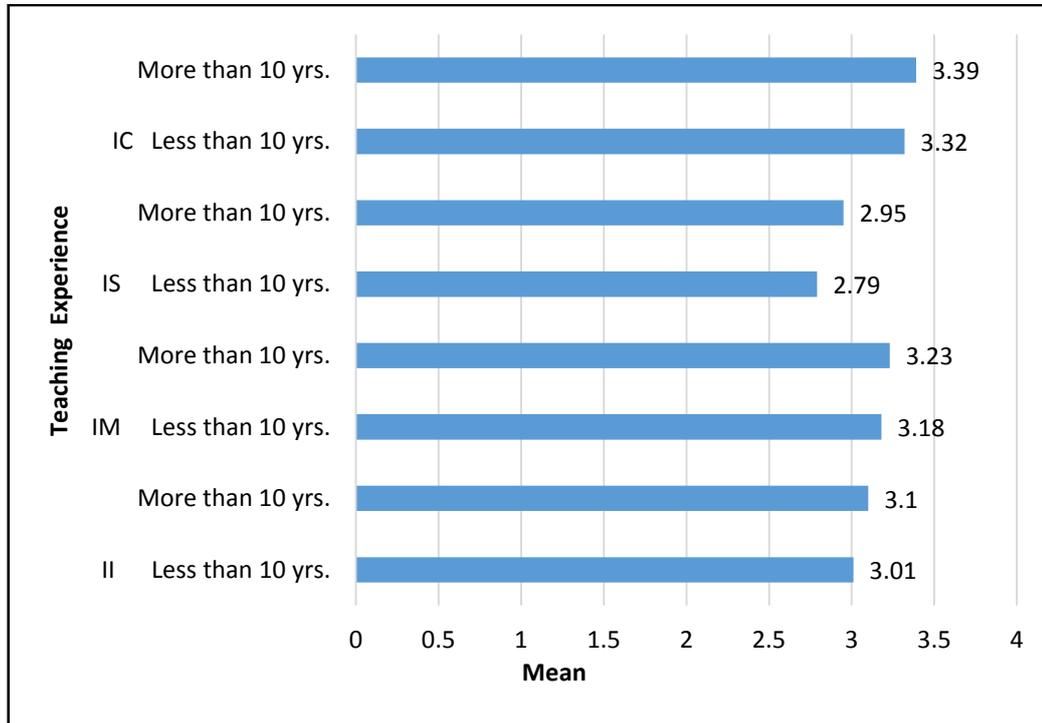
Mean Scores of Transformational Leadership of the Teacher Educators with respect Teaching Experience as Teacher Educator



Graph 4.7 gives the graphical representation of the mean scores of component of transformational leadership of teacher educators with respect to years of experience as teacher educator.

Graph 4.7

Mean Scores of the Components of Transformational Leadership of the Teacher Educator with respect to Years of Teaching Experience as Teacher Educator



It was observed from the table 4.5 and graph 4.6 that the teacher educators were exercising moderate transformational leadership irrespective of their teaching experience as teacher educators. They were exercising moderate idealized influence, inspirational motivation and individual consideration, whereas intellectual stimulation was found low as indicated by table 4.5 and chart 4.7 irrespective of experience as teacher educators.

Independent sample t- test was conducted to test the validity of the hypothesis (3) to find the difference of mean scores was statistically significant. It was found from the table 4.5 that there was significant difference between the composite and component mean scores of transformational leadership of teacher educators with respect to teaching experience .01 level of confidence. Hence, the null hypothesis was rejected. Therefore, teaching experience of teacher educators had a positive influence on the transformational leadership of teacher educators. More the number of years of teaching experience, higher the composite mean score of transformational leadership. However, it was found that the mean scores of the component of transformational

leadership inspirational motivation and individualized consideration did not find significant with respect to the year of teaching experience of teacher educators.

4.2.1.4 Transformational Leadership of Teacher Educators with respect to their Designations

The Designations of teacher educators (B.Ed. stream) in the State of Kerala are Lecturers, Assistant Professors, and Associate Professor. The following table 4.6 shows the transformational leadership characteristics of teacher educators.

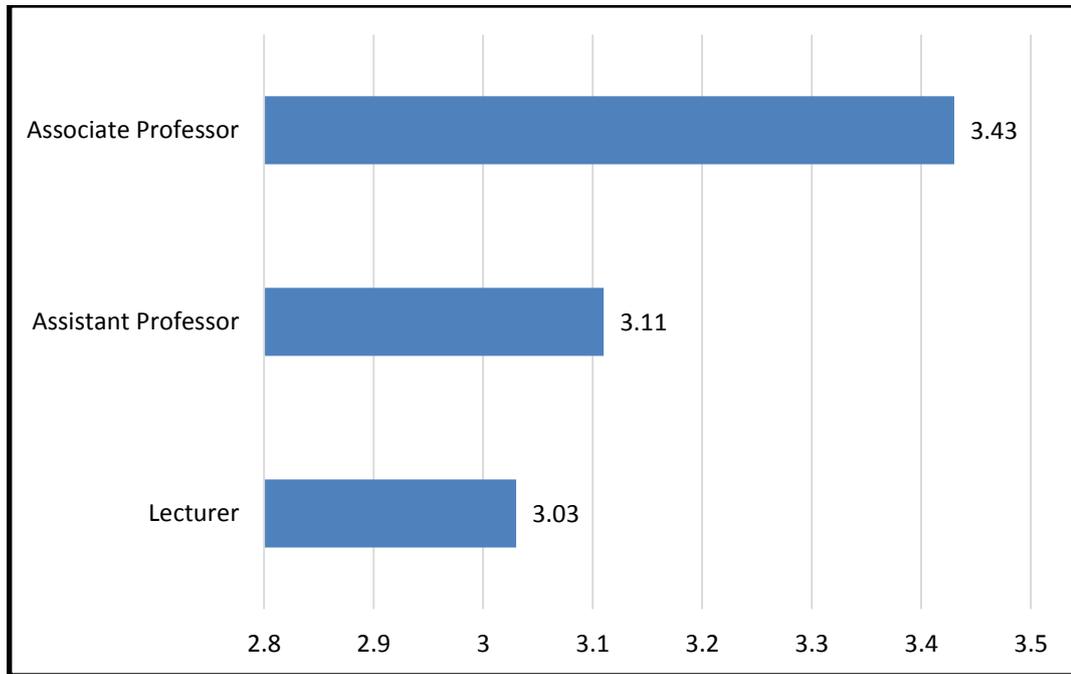
Table 4.6
Transformational Leadership of the Teacher Educators with respect to their Designations

Sr. No.	Transformational Leadership	Designations	N	Mean	SD
1	Transformational Leadership Composite Score	Lectures	215	3.03	.29
		Assistant Professor	166	3.11	.34
		Associate Professor	23	3.43	.23
2	Idealized Influence	Lectures	215	2.95	.38
		Assistant Professor	166	3.08	.47
		Associate Professor	23	3.40	.33
3	Inspirational Motivation	Lectures	215	3.17	.37
		Assistant Professor	166	3.19	.41
		Associate Professor	23	3.51	.27
4	Intellectual Stimulation	Lectures	215	2.81	.41
		Assistant Professor	166	2.84	.45
		Associate Professor	23	3.26	.30
5	Individualized Consideration	Lectures	215	3.28	.40
		Assistant Professor	166	3.38	.37
		Associate Professor	23	3.68	.19

Graph 4.8 provides a graphical representation of the mean scorers of transformational leadership of teacher educators with respect to their designations.

Graph 4.8

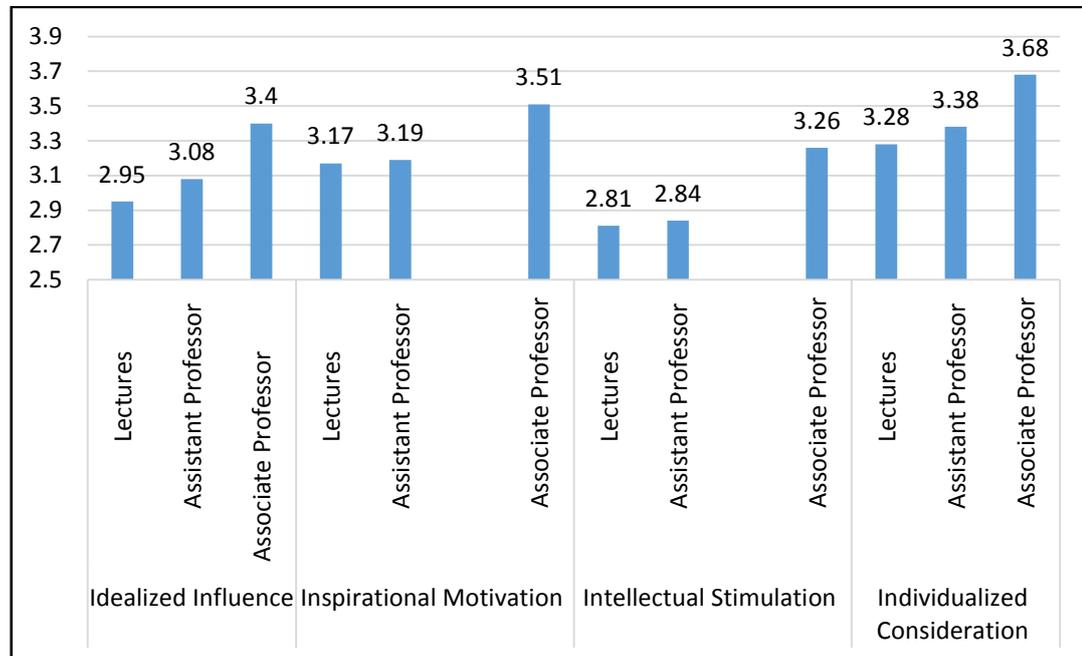
Mean Scores of Transformational Leadership of the Teacher Educators with respect to Designations



Graph 4.9 gives a graphical representation of the mean scores of components of transformational leadership of teacher educators with respect to their designations.

Graph 4.9

Mean Scores of the Components of Transformational Leadership of the Teacher Educators with respect to Designations



It was observed from the table 4.6 and graph 4.8 that the teacher educators were exercising moderate transformational leadership irrespective of their designation. In addition, teacher educators were exercising moderate idealised influence, inspirational motivation, and individual consideration irrespective of their designations. The Associate professors were exercising moderate intellectual stimulation, whereas others were exercising low intellectual stimulation.

Table 4.7**Transformational Leadership of the Teacher Educators with respect to their Designations - F test Results**

Sr. No.	Transformational Leadership	Source of variance Designations	Sum of Squares	df	Mean Square	f-Ratio	Sig.
1	Transformational Leadership composite score	Between Groups	3.54	3	1.77 .09	17.87	.00*
		Within Groups	39.70	400			
		Groups	43.24	403			
		Total					
2	Idealized Influence	Between Groups	4.24	3	2.12 .145	14.67	.00*
		Within Groups	58.00	400			
		Groups	62.24	403			
		Total					
3	Inspirational Motivation	Between Groups	2.50	3	1.25 .149	8.39	.00*
		Within Groups	59.80	400			
		Groups	62.30	403			
		Total					
4	Intellectual Stimulation	Between Groups	4.38	3	2.19 .181	12.08	.00*
		Within Groups	72.74	400			
		Groups	77.12	403			
		Total					
5	Individualized Consideration	Between Groups	3.73	3	1.86 .149	12.52	.00*
		Within Groups	59.79	400			
		Groups	63.53	403			
		Total					

*Significant at .01 level

It was found from the table 4.7 that there was no significant difference between the composite and component mean scores of transformational leadership of teacher educators with respect designations at .01 level of confidence. Hence, the null hypothesis (4) was rejected. Therefore, the teacher educators differed in exercising transformational leadership with respect to designations. Teacher Educators who belong to the higher designation were exercising more transformational leadership than teacher educators with junior designations did.

4.2.1.5 Transformational Leadership of Teacher Educators with respect to the

Type of Management in work place

In the state of Kerala, teacher educational colleges (B.Ed. Stream) are classified into government, aided, unaided and University Colleges of Teacher Educations (UCsTE).

The following table 4.8 shows the transformational leadership means scores of teacher educators working in different types of managements in work place.

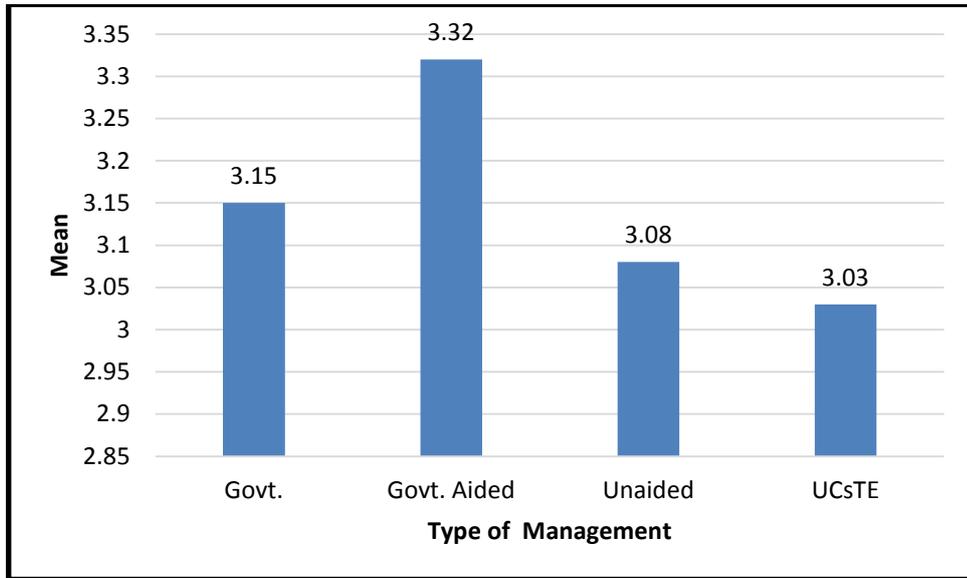
Table 4.8**Transformational leadership of the Teacher Educators with Respect to Different Types of Management in Work Place**

Sr. No.	Transformational Leadership	Type of Management	N	Mean	S.D
1.	Transformational Leadership Composite score	Govt.	10	3.15	.31
		Aided	72	3.32	.27
		Unaided	205	3.08	.32
		UCsTE	117	3.03	.30
2.	Idealized Influence	Govt.	10	3.23	.16
		Aided	72	3.26	.46
		Unaided	205	3.00	.43
		UCsTE	117	3.00	.37
3.	Inspirational Motivation	Govt.	10	3.34	.16
		Aided	72	3.42	.35
		Unaided	205	3.11	.37
		UCsTE	117	3.19	.39
4.	Intellectual Stimulation	Govt.	10	3.11	.23
		Aided	72	3.06	.41
		Unaided	205	2.77	.43
		UCsTE	117	2.84	.42
5.	Individualized Consideration	Govt.	10	3.58	.14
		Aided	72	3.57	.31
		Unaided	205	3.29	.39
		UCsTE	117	3.28	.41

Graph 4.10 provides a graphical representation of the mean scores of teacher educators on the transformational leadership of teacher educators with respect to type of management in work place.

Graph 4.10

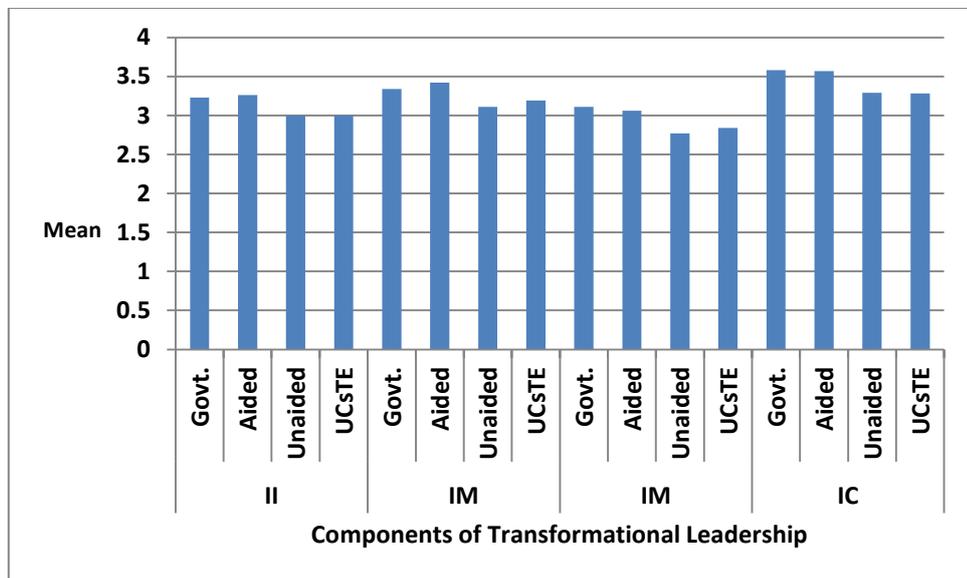
Mean scores of Transformational Leadership of the Teacher Educators with respect to different Types of Management in work Place



Graph 4.11 provides a graphical representation of the mean scores of components of transformational leadership of teacher educators with respect to the type of management in work place.

Graph 4.11

Mean Scores of the Components of the Transformational Leadership of Teacher Educators with respect to Types of Management in work place



It was observed from the table 4.8 and graph 4.10 that the teacher educators were exercising moderate transformational leadership irrespective of the type of management in work place. With regard to the components of transformational leadership, it was found that teacher educators were exercising moderate idealized influence, inspirational motivation, and individualized consideration irrespective of type of management in work place. However, the teacher educators of unaided and UCsTE were exercising low intellectual stimulation as indicated in table 4.8 and graph 4.11.

One way ANOVA was used to test the hypothesis (5) to find the difference of mean scores was statistically significant. The results of the f-test are shown in the table no.4.9.

Table 4.9

Transformational Leadership of the Teacher Educators with respect to Type of Management in Work Place F-test Results

Sr. No.	Transformational Leadership	Source of variance Types of Managements	Sum of Squares	df	Mean Square	F-ratio	Sig.
1	Transformational leadership composite score	Between Groups Within Groups Total	5.17 38.06 43.24	3 400 403	1.72 .09	18.14	.00*
2	Idealized Influence	Between Groups Within Groups Total	4.79 57.45 62.24	3 400 403	1.59 .14	11.23	.00*
3	Inspirational Motivation	Between Groups Within Groups Total	5.06 57.23 62.30	3 400 403	1.68 .14	11.80	.00*
4	Intellectual Stimulation	Between Groups Within Groups Total	5.09 72.03 77.12	3 400	1.69 .18	9.42	.00*
5	Individualized Consideration	Between Groups Within Groups Total	5.17 58.35 63.53	3 400 403	1.72 .14	11.83	.00*

***Significant at .01 level**

It was found from the table 4.9 that there was no significant difference between the composite and component mean score of transformational leadership of teacher educators with respect to type of management in work place at .01 level of confidence. Hence, the null hypothesis was rejected. Therefore, the teacher educators differed in exercising transformational leadership with respect to the type of management in work place. However, the teacher educators belong to govt. and aided colleges were exercising higher transformational leadership than teacher educators of the unaided college of teacher education and UCsTE.

4.3 SECTION 2

This section consisting of the results of the response to the survey questionnaire administered to the student teachers, which was deigned to access the perception of student teachers on the characteristics of transformational leadership of teacher educators. A total of 825 student teachers responded to the study. Individual profile data collected form the student teachers for this study are gender, age, educational qualification types of management in which they study. This section deals with the descriptive statistics of student teacher response to the questionnaire with regard to teacher educators' characteristics of transformational leadership. The results of the data, which was analyzed, have been presented in terms of their demographic variable and various components of the leadership characteristics. Subsequently the results of inferential statistics to find the significance differences of characteristics of transformational leadership cut across various demographic variables of teacher educators and various components of transformational leadership.

4.3.1 Transformational Leadership of Teacher Educators as Perceived by Student Teachers

The results of the student teachers response to questionnaire related to transformational leadership characteristics of teacher educators are presented. The following table 4.10 shows the mean scores of responses of student teachers on transformational leadership of teacher educators. Test statistics, one sample t-test was applied at the level of confident 95% with test value as 3.

Table 4.10
Transformational Leadership of Teacher Educators as Perceived by the Student Teachers

Sr. No.	Transformational Leadership	Mini.	Max.	Mean	S.D	S.E	t value	Sig.
1	Transformational Leadership Score*	1.33	3.55	2.81	.31	.01	70.35	.00*
2	Idealized Influence	1.00	3.75	2.76	.41	.01	55.82	.00*
3	Inspirational Motivation	1.00	3.88	2.87	.30	.01	82.87	.00*
4	Intellectual Stimulation	1.20	3.80	2.81	.33	.01	68.75	.00*
5	Individualized Consideration	1.40	3.80	2.78	.37	.01	63.44	.00*

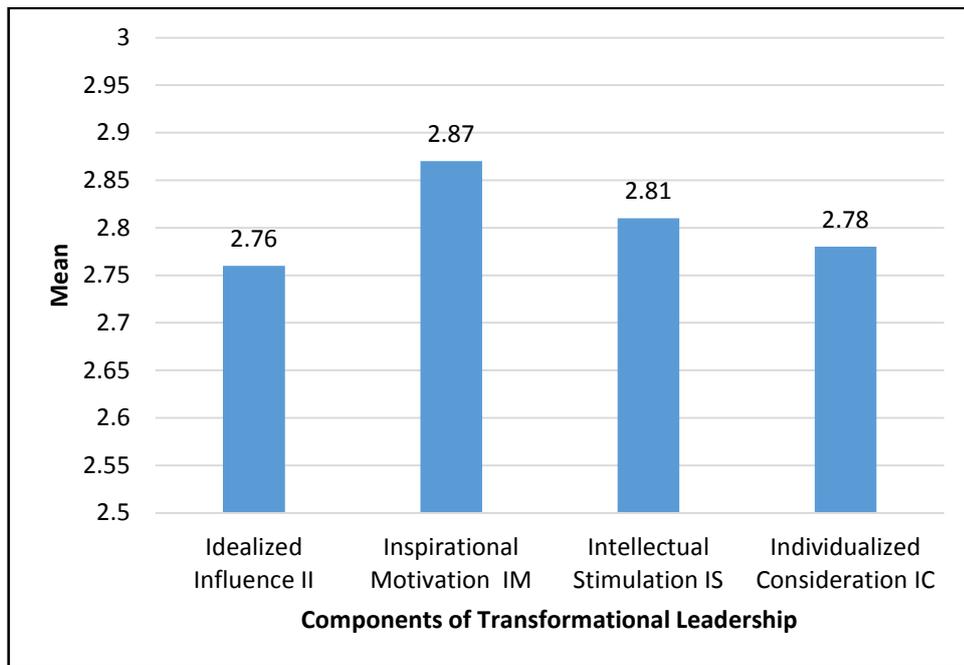
***This score is a composite of the four components. Number = 825**

*** Significant at .01 Level**

Graph 4.12 provides a graphical representation of the mean scores of student teachers perception on the transformational leadership of teacher educators.

Graph 4.12

Mean Scores of Transformational Leadership of Teacher Educators as perceived by the Student Teachers



The above table 4.10 shows that the student teachers' perceived mean score on the transformational leadership of teacher educators was 2.81, which indicates student teachers perceived teacher educators were exercising low transformational leadership.

Form the table 4.10 and Graph 4.12 it was also revealed that the student teachers perceived that teacher educators were exercising low idealized influence (M=2.76), inspirational motivation (M=2.87), intellectual stimulation(M=2.81) and individualized consideration (M=2.78).

4.3.2 Transformational Leadership of Teacher Educators: The Perception of Student Teachers with respect to Demographic Variables of Student Teachers

In this part, the results of perception student teachers on the transformational leadership characteristics of teacher educators with respect student teachers' demographic variables; gender, academic background and types of management in which they study.

4.3.2.1. Transformational Leadership of Teacher educators Perceived by the Student Teachers with respect to Gender

The gender wise student teachers' perceived mean scores on the transformational leadership of teacher educators are shown in the following table 4.11

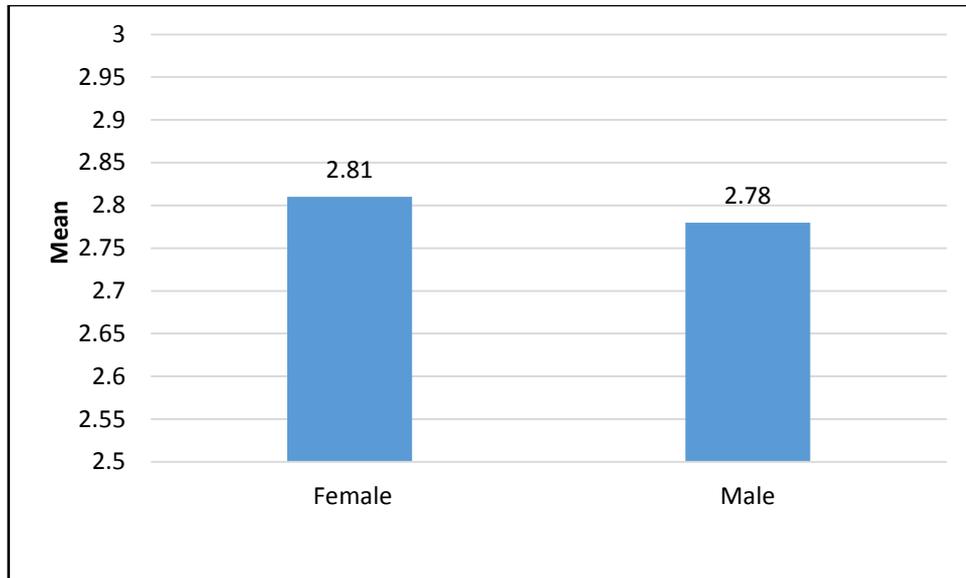
Table. 4.11
Transformational Leadership of Teacher Educators as Perceived by the Student Teachers with respect to Gender

Sr. No.	Transformational Leadership	Gender	N	Mean	SD	t value	Sig.
1	Transformational leadership Composite Score	Female	614	2.81	.24	1.656	.09
		Male	211	2.78	.30		
2	Idealized Influence	Female	614	2.76	.40	.373	.70
		Male	211	2.75	.42		
3	Inspirational Motivation	Female	614	2.88	.28	2.231	.02
		Male	211	2.83	.32		
4	Intellectual Stimulation	Female	614	2.81	.30	1.386	.16
		Male	211	2.77	.36		
5	Individualized Consideration	Female	614	2.79	.34	1.460	.14
		Male	211	2.75	.37		

A graphical representation of the mean score of female and male student teachers perception on the transformational leadership of teacher educators is shown in the following graph 4.13

Graph 4.13

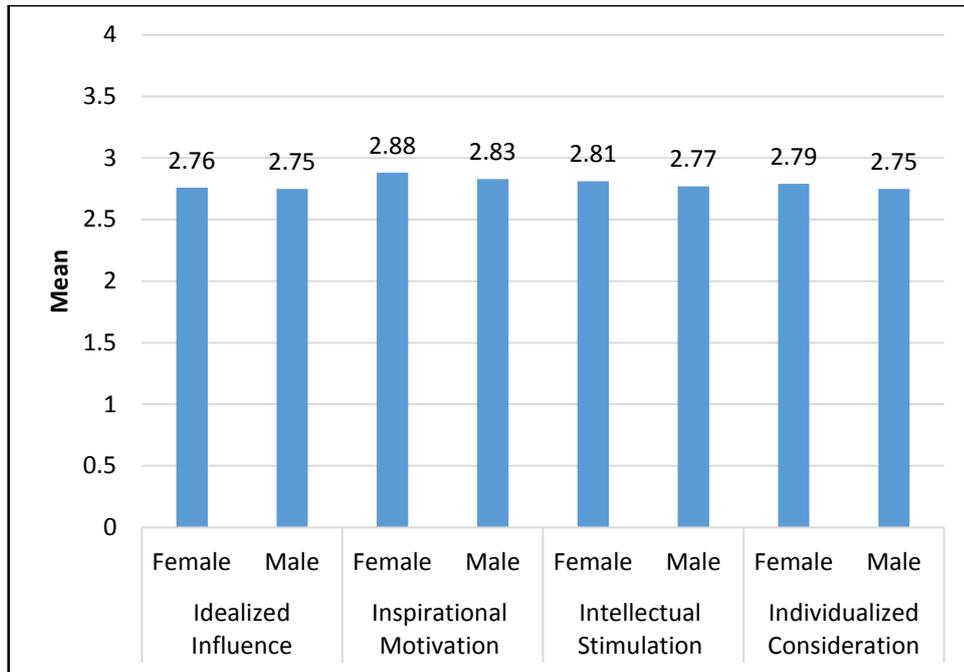
Mean Scores of Transformational Leadership of Teacher Educators as Perceived by the Female and Male Student Teachers



Graph 4.14 provides a graphical representation of the perceived mean scores of female and male student teachers on the various components of transformational leadership of teacher educators.

Graph 4.14

Mean Scorers of the Components of Transformational Leadership of Teacher Educators as Perceived by the Female and Male Student Teachers



It was observed from the table 4.11 and graph 4.13 and that both the female and male student teachers perceived, teacher educators were exercising low transformational leadership .It also was found from the table that 4.10 and graph 4.14 that student teacher perceived, teacher educators were exercising low idealized influence, inspirational motivation, intellectual stimulation and individual consideration.

Independent sample t- test was conducted to test the hypothesis (6) to find the difference of mean scores was statistically significant. It was found from the table 4.11 that 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 at .01 level of confidence. Hence, the null hypothesis was accepted. Therefore, female and male student teacher did not differ in their perception on the transformational leadership of teacher educators.

4.3.2.2 Transformational Leadership of Teacher Educators as perceived by the Different Age Group of Student Teachers

In this study the student teachers are divided in to three different age groups; they are 21 to 22 years, 23 to 24 years and those who are 25 and above. The following table 4.12 shows the results of the perception of student teachers belong to these age groups on the transformational leadership of teacher educators.

Table. 4.12

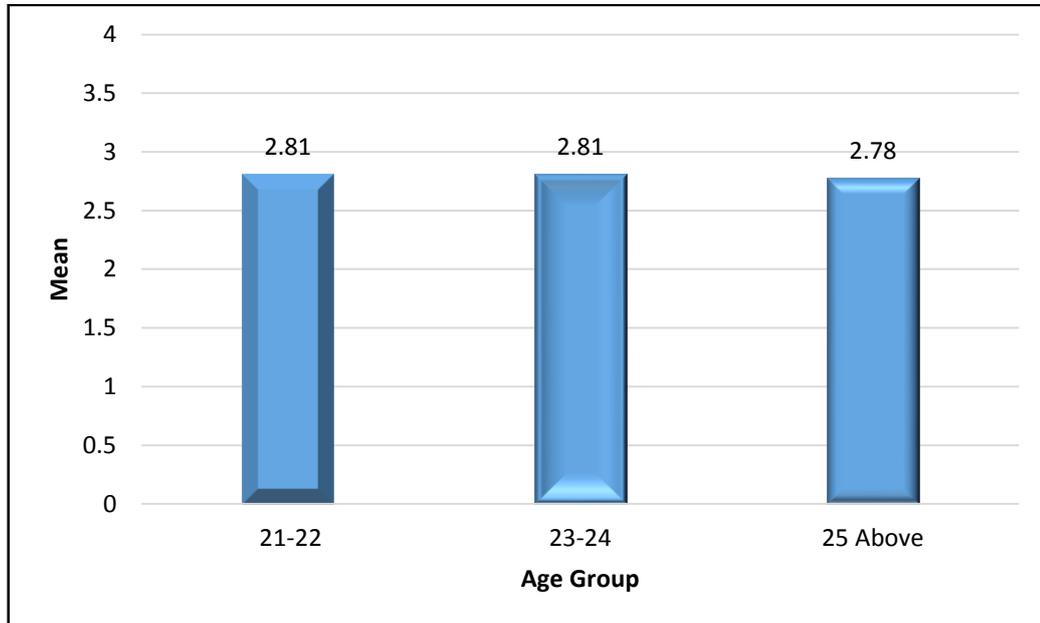
Transformational Leadership of Teacher Educators as Perceived by the Different Age Group of Student Teachers

Sr. No.	Transformational Leadership	Age	N	Mean	SD
1	Transformational leadership Composite Score	21-22	269	2.81	.20
		23-24	347	2.81	.26
		25 and above	209	2.78	.31
2	Idealized Influence	21-22	269	2.74	.24
		23-24	347	2.77	.31
		25 and above	209	2.75	.37
3	Inspirational Motivation	21-22	269	2.88	.26
		23-24	347	2.88	.29
		25 and above	209	2.84	.35
4	Intellectual Stimulation	21-22	269	2.81	.35
		23-24	347	2.81	.35
		25 and above	209	2.77	.37
5	Individualized Consideration	21-22	269	2.81	.34
		23-24	347	2.79	.34
		25 and above	209	2.74	.38

Graph 4.15 provides a graphical representation of the mean scores of student teachers on the transformational leadership of teacher educators with respect to the age of student teachers.

Graph 4.15

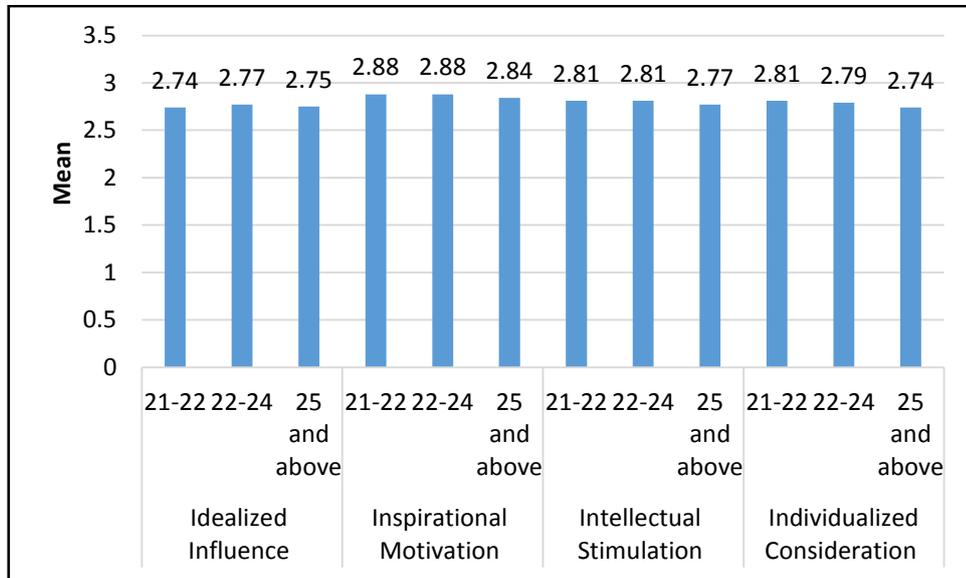
Mean scores of Transformational Leadership of Teacher Educators as Perceived by the Different Age Group of Student Teachers



A graphical representation of the mean scores of student teachers' perception on the different components of transformational leadership of teacher educators with respect to different age groups of student teachers is shown in the graph no. 4.16.

Graph 4.16

Mean Scores of the Components of Transformational Leadership of Teacher Educators as Perceived Student Teachers with respect to Different Age Group of Student Teachers



It was observed from the table 4.12 and graph 4.15 that the student teachers belonged to different age group perceived that teacher educators were exercising low transformational leadership. Irrespective of age group, the student teachers perceived that teacher educators were exercising low idealized influence, inspirational motivation, intellectual stimulation and individualized considerations as indicted by the by table 4.12 and chart 4.16.

One way ANOVA was used to test the hypothesis (6) to find the difference of mean scores was statistically significant. The results of the f-test are shown in the table no.4.13.

Table 4.13**Transformational Leadership Teacher Educators as Perceived by the Student Teachers with respect to Age - F test Results**

Sr. No.	Transformational Leadership	Source of variance Age	Sum of Squares	df	Mean Square	F-ratio	Sig.
1	Transformational leadership composite score	Between Groups Within Groups Total	.195 54.77 54.96	2 822 824	.09 .06	1.46	.23
2	Idealized Influence	Between Groups Within Groups Total	.089 79.11 79.20	2 822 824	.04 .09	.46	.62
3	Inspirational Motivation	Between Groups Within Groups Total	.191 75.37 75.56	2 822 824	.095. 092	1.1	.35
4	Intellectual Stimulation	Between Groups Within Groups Total	.258 93.49 93.75	2 822 824	.129 .114	1.13	.32
5	Individualized Consideration	Between Groups Within Groups Total	.643 104.20 104.84	2 822 824	.322 .127	2.53	.08

It was found from the table 4.13 that 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 age at .01 level of confidence. Hence, the null hypothesis was accepted. Therefore, student teacher did not differ in their perception on the transformational leadership of teacher educators with respect to age.

4.3.2.3 Transformational Leadership of Teacher Educators as perceived by Student Teachers with respect to their Academic Background

The student teachers are of two categories, undergraduate (U.G) and Post Graduate (P.G) based on their academic background. The following table no. 4.14 shows the result of mean scores on the perception of student teachers on the transformational leadership characteristics of teacher educators with respect to student teachers academic qualifications.

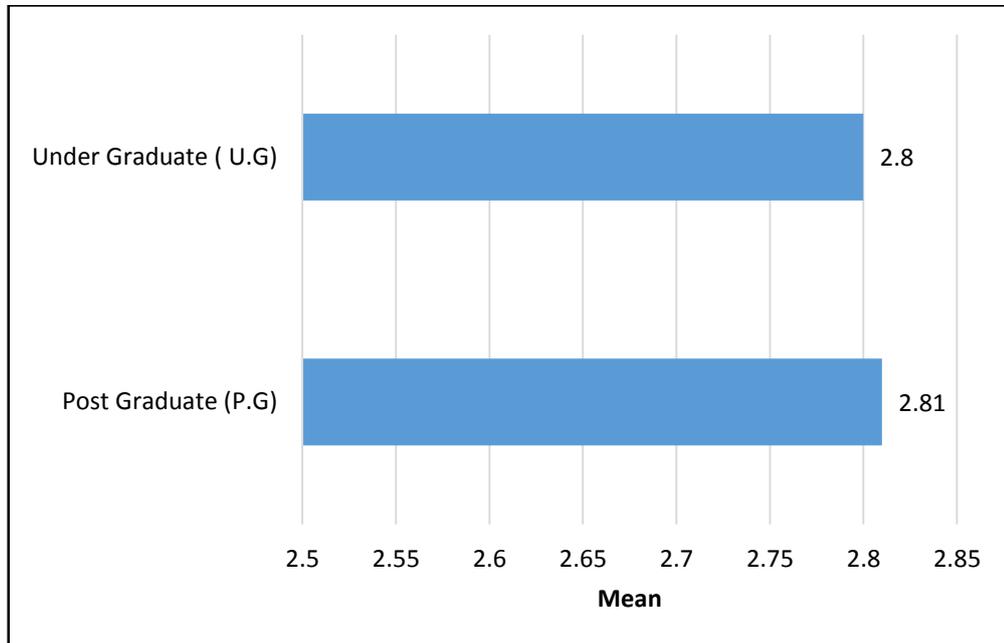
Table 4. 14
Transformational Leadership of Teacher Educators as Perceived by the Student Teachers of Different Academic Background

Sr. No.	Transformational Leadership	Academic Background	N	Mean	SD	t value	Sig.
1	Transformational leadership Composite Score	U.G	424	2.81	.22	-.29	.77
		P.G	401	2.80	.28		
2	Idealized Influence	U.G	424	2.74	.28	-.96	.33
		P.G	401	2.77	.33		
3	Inspirational Motivation	U.G	424	2.88	.28	.18	.85
		P.G	401	2.88	.32		
4	Intellectual Stimulation	U.G	424	2.81	.30	.45	.64
		P.G	401	2.80	.36		
5	Individualized Consideration	U.G	424	2.79	.34	.90	.36
		P.G	401	2.78	.37		

A graphical representation of the mean scores of student teachers perception on the transformational leadership of teacher educators with respect to academic qualifications of student teachers, are shown in the graph no. 4.17.

Graph 4.17

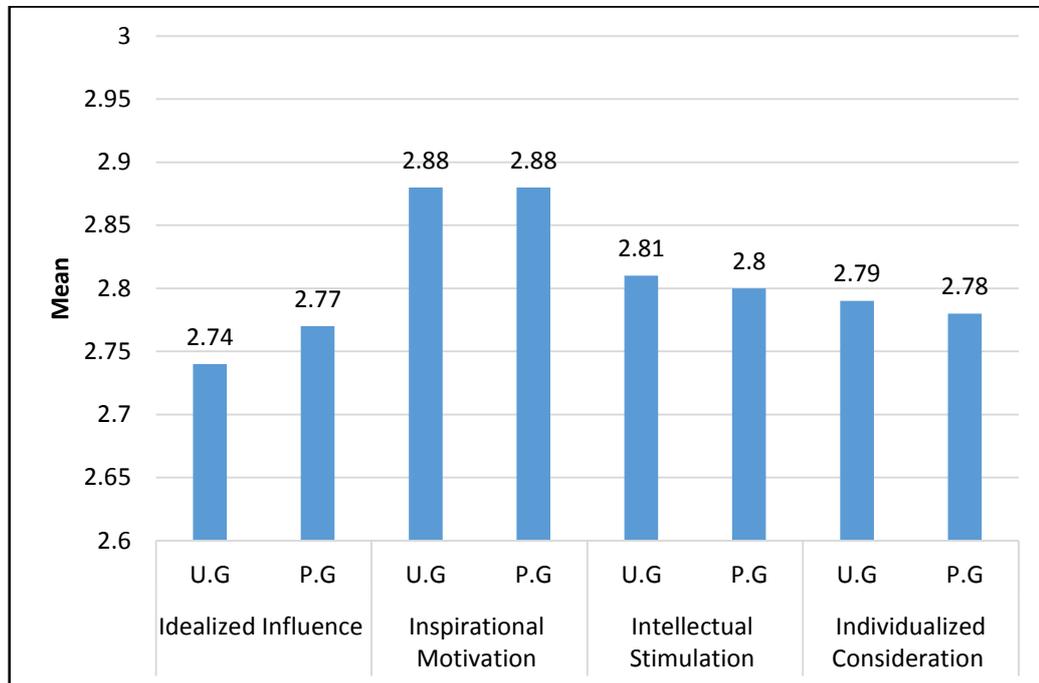
Mean scores of Transformational Leadership of Teacher Educators as perceived by the Student Teachers With respect to their Academic background



A graphical representation of the mean scores of student teachers perception on the different components of transformational leadership of teacher educators with respect to different age group is shown in the graph no. 4.18.

Graph 4.18

Mean Scores of the Components of Transformational Leadership of Teacher Educators as perceived by the Student Teachers of Different Academic Background



Independent sample t- test was used to test the hypothesis (8) to find the difference of the mean scores was statistically significant. It was found from the table 4.14 that there was no significant difference between the composite and components mean scores of transformational leadership of teacher educators as perceived by student teachers with respect to their academic background at .01 level of confidence. Hence, the null hypothesis was accepted. Therefore, student teachers irrespective of their academic background did not differ in their perception on transformational leadership of teacher educators.

4.3.2.4 Transformational Leadership of Teacher Educators as Perceived by Student Teachers with respect to the Type of Management in which They are Pursuing the Course

In the state of Kerala t teacher educational colleges (B.Ed. Stream) are classified as government, aided College, unaided and University Colleges of Teacher Educations (UCsTE). The following table 4.15 shows the results of student teachers' perceived mean scores on characteristics of transformational leadership of teacher educators with respect to the type of management in which they are pursuing the course.

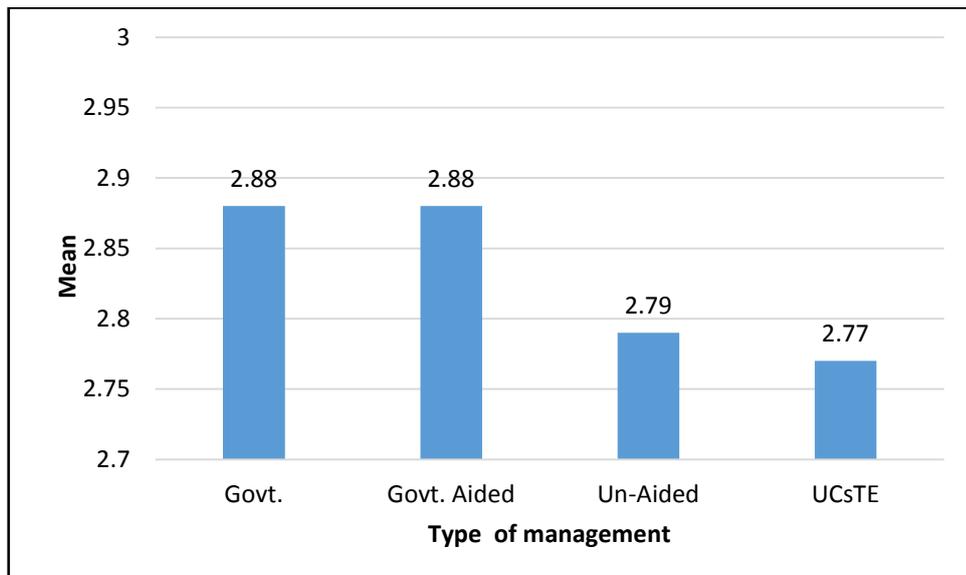
Table 4.15
Transformational Leadership of Teacher Educators as Perceived by the Student Teachers with respect to Type of Management in which Student Teachers Pursuing the Course

Transformational Leadership	Type of Management	N	Mean	S.D
Transformational Leadership Composite Score	Govt.	15	2.88	.16
	Aided	150	2.88	.22
	Unaided	450	2.79	.24
	UCsTE	210	2.77	.29
Idealized Influence	Govt.	15	2.85	.24
	Aided	150	2.81	.27
	Unaided	450	2.76	.30
	UCsTE	210	2.70	.33
Inspirational Motivation	Govt.	15	2.85	.16
	Aided	150	2.99	.27
	Unaided	450	2.84	.28
	UCTE	210	2.84	.34
Intellectual Stimulation	Govt.	15	2.90	.28
	Aided	150	2.88	.34
	Unaided	450	2.77	.32
	UCTE	210	2.80	.35
Individualized Consideration	Govt.	15	2.88	.30
	Aided	150	2.84	.34
	Unaided	450	2.77	.36
	UCTE	210	2.76	.35

A graphical representation of the mean scores of student teachers' perception on the transformational leadership of teacher educators with respect to the type of management in which they are pursuing the course are shown in the graph no. 4.19.

Graph 4.19

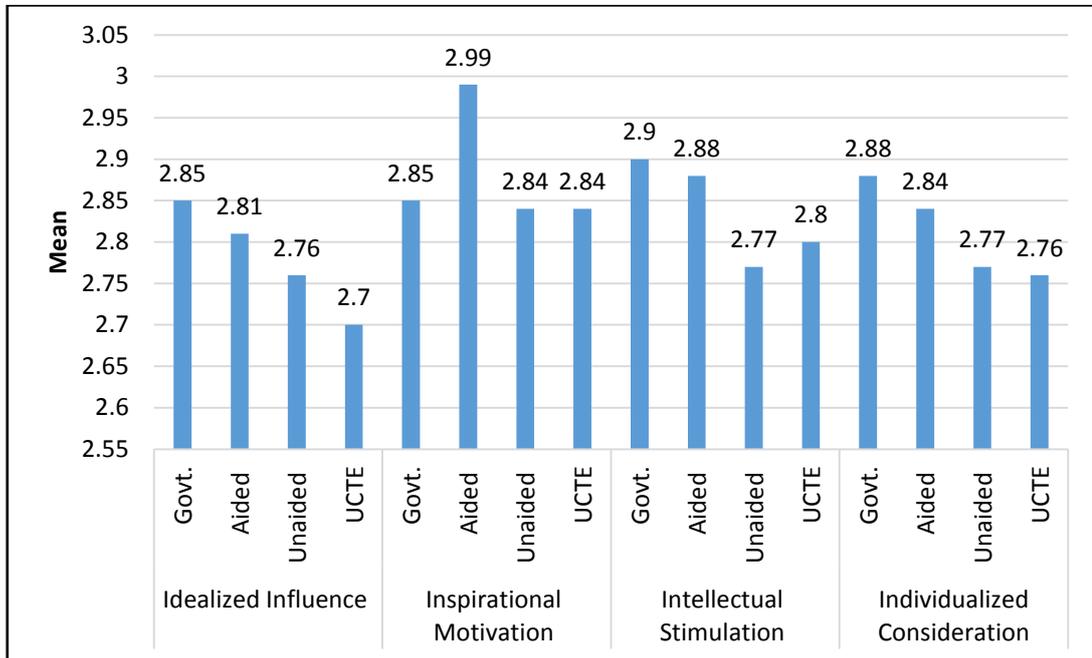
Mean Scores of Transformational Leadership of Teacher Educators as Perceived by the Student Teachers Based on Types of Management in which they Study



Graph 4.20 gives a graphical representation of the mean score of student teachers on the components of transformational leadership of teacher educators.

Graph 4.20

Mean Scores of the components of Transformational Leadership of Teacher Educators as Perceived by the Student Teachers with respect to Type of Management in which they study



It was observed from the table 4.15 and graph 4.19 that the student teachers belong to the different types of management, perceived that teacher educators were exercising low transformational leadership. It was also found from the table 4.15 and 4.20 that student teachers irrespective of their type of management in which they study perceived that teacher educators were exercising low idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

One way ANOVA was used to test the hypothesis (6) to find the difference of mean scores was statistically significant. The results of the f-test are shown in the table no.4.16.

Table 4.16
Transformational Leadership Teacher Educators as Perceived by the Student Teachers with respect to Type of Management in which they Study - F test Results

Sr. No.	Transformational Leadership	Source of variance Types of management	Sum of Squares	df	Mean Square	F-ratio	Sig.
1	Transformational Leadership composite score	Between Groups Within Groups Total	1.28 53.68 54.96	3 821 824	.42 .06	6.55	.08
2	Idealised Influence	Between Groups Within Groups Total	1.21 77.99 79.20	3 821 824	.40 .09	4.25	.07
3	Inspirational Motivation	Between Groups Within Groups Total	2.677 72.89 75.56	3 821 824	.892 .089	10.05	.09
4	Intellectual Stimulation	Between Groups Within Groups Total	1.449 92.30 93.75	3 821 824	.483 .112	4.29	.09
5	Individualised consideration	Between Groups Within Groups Total	8.99 103.95 104.84	3 821 824	.300 .127	2.36	.07

It was found from the table 4.16 that there was no significant difference between the composite and components mean scores of transformational leadership of teacher educators perceived by student teachers with respect to the type of management in which they study at .01 level of confidence. Hence, the null hypothesis was accepted .Therefore, student teachers irrespective of type of management in which they study did not differ in their perception on transformational leadership of teacher educators.

4.4 SECTION- 3: Transformational Leadership of Teacher Educators as Perceived by Teacher Educators and Student Teachers

This section is designed to compare the perceived transformational leadership of teacher educators by themselves and the student teachers. The following table 4.17 shows the mean scores of transformational leadership of teacher educators as perceived by the teacher educators and the student teachers.

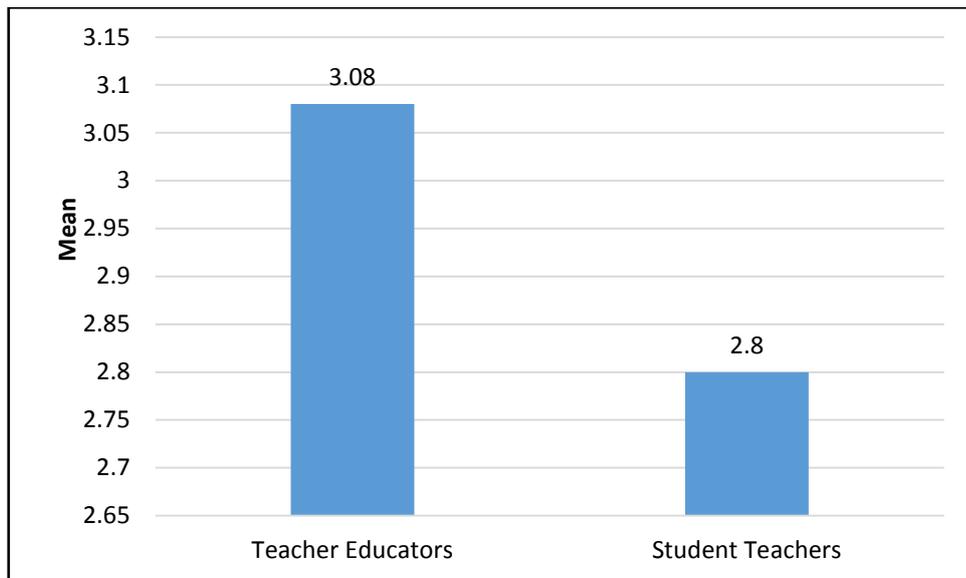
Table.4.17
Transformational Leadership of Teacher Educators as Perceived by the Teacher Educators and the Student Teachers

Sr. No .	Transformational Leadership & Components	Teacher Educators' Mean	SD	Student Teachers' Mean	SD	t-value	Sig.
1	Transformational Leadership composite score	3.08	.33	2.80	.26	16.37	.00*
2	Idealized Influence	3.05	.39	2.76	.41	8.04	.00*
3	Inspirational Motivation	3.20	.38	2.87	.30	16.04	.00*
4	Intellectual Stimulation	2.85	.43	2.80	.33	1.99	.01*
5	Individualized Consideration	3.34	.39	2.80	.37	24.90	.00*

Graph 4.21 gives a graphical representation of the mean score of teacher educators' self-perception of transformational leadership and student teachers' perception on the transformational leadership of teacher educators.

Graph 4.21

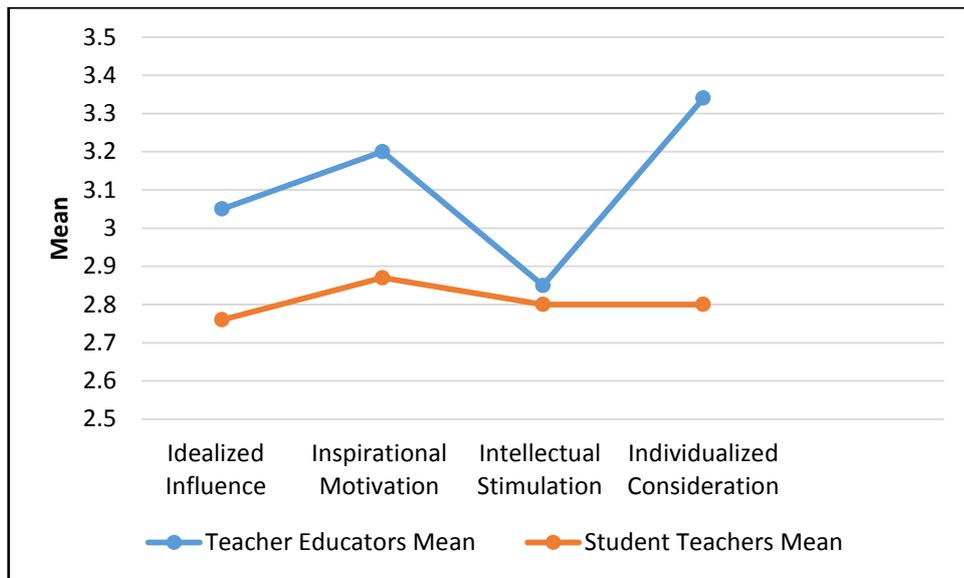
Mean Scores of Transformational leadership of Teacher Educators as Perceived by Themselves and the Student Teachers



Graph 4.22 gives the graphical representation of the mean scores of components of transformational leadership of teacher educators perceived by teacher educators and student teachers.

Graph 4.22

Mean Scores of the Components of Transformational leadership of Teacher Educators as Perceived by the Teacher Educators and the Student Teachers



It was observed from the table 4.16 and graph 4.21 that the teacher educators perceived that they were exercising moderate transformational leadership, whereas student teachers perceived that teacher educators were exercising low transformational leadership. It also revealed from the table 4.17 and graph 4.22 that teacher educators perceived that they were exercising moderate individual consideration, inspirational motivation, and individualized consideration and low intellectual stimulation, whereas the student teachers perceived that teacher educators were exercising these components as low.

Independent Sample t –test was used to test the hypothesis (10) to find the difference of mean scores was statistically significant. It was found from the table 4.17 that there was significant difference between the composite mean scores of transformational leadership of teacher educators perceived by the teacher educators and the student teachers at .01 level of confidence. Hence, the null hypothesis was rejected. The study revealed that teacher educators and student teachers differed in their perception on transformational leadership of teacher educators.

It was also observed from the table 4.17 that the mean scores of teacher educators' and student teachers' perception on transformational leadership components of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration of teacher educators differed significantly at .01 level of confidence. Therefore, the teacher educators and the student teachers differed in their perception on transformational leadership components, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration of teacher educators.

4.5 SECTION 4

This section deals with the results of data collected from the questionnaires on job satisfaction and transformational leadership for teacher educators. In this section, the results of the relationship job satisfaction of teacher educators and the effect of the components of job satisfaction on teacher educators' transformational leadership are presented.

4.5.1 Relationship between of Teacher Educators' Job Satisfactions and their Transformational Leadership

In order to study the relationship between transformational leadership of teacher educators and their job satisfaction, the Karl person product moment correlation was used. To study the impact of job satisfaction on their transformational leadership, multiple regressions was used. The interpretation of the correlation coefficient was based on the following set of descriptors: 0.70 or higher (very strong relationship) 0.50-0.69 (substantial relationship) ; 0.30-0.49 (moderate relationship) ; 0.10-0.29 (low relationship ; and < 0.09(negligible relationship) (Davis, 1971). The following table 4.18 shows the results of person correlation coefficient (r) of teacher educators' job satisfaction and its components on their transformational leadership.

Table 4.18**Pearson Coefficients of the Job Satisfaction of Teacher Educators and their Transformational Leadership**

Scale	TL	II	IM	IS	IC
Job satisfaction	.64*	.55 *	.51*	.44*	.50*
Intrinsic Job Satisfaction	.63*	.54*	.49*	.42**	.50*
Extrinsic Job Satisfaction	.55*	.50*	.47*	.41*	.44*

***Significant at .01 Level**

TL=Transformational Leadership (Composite), II=Idealized Influence, IM=Inspirational Motivation, IS= Intellectual Stimulation, IC= Individualized consideration.

The relations between the variables transformational leadership were examined by means of Person correlational analysis. As indicated in the table 4.20, the result of the correlational analysis between the composite job satisfactions scores and composite transformational leadership score ($r=.64$, $p=.00$) was statically significant. There for a substantial positive relationship between teacher educators' job satisfactions and transformational leadership indicating that teacher educators with higher job satisfaction tend to have higher level of transformational leadership. When components of job satisfaction were considered intrinsic job satisfaction scores ($.63$, $p=.00$) were highly correlated with transformational leadership score than extrinsic job satisfactions score ($r=.55$, $P=.00$). The result reveled that intrinsic job satisfaction of teacher educators tend to have higher level of transformational leadership characteristic of teacher educators.

When the components of transformational leadership were correlated with job satisfaction, the component which was highly related as idealized influence ($r=.55$, $p=.00$), followed by inspirational motivation ($r =.51$, $p=.00$), individualized consideration ($r= .50$, $P=.00$) and intellectual stimulation ($r = .44$, $P=.00$). Components of transformational leadership were correlated with the intrinsic job satisfaction, the component which was highly related as inspirational motivation ($r=.51$, $p=.00$) followed by individual consideration ($r=.51$, $p=.00$) idealized influence (B) ($r=.47$, $p=.00$), intellectual stimulation($r=.42$, $p=.00$). Similarly the components of transformational leadership was highly correlated with the extrinsic job satisfaction, When the components of transformational leadership were correlated with extrinsic job satisfaction, the component which was highly related as idealized influence ($r=.50$, $p=.00$), followed by the component inspirational motivation ($r= .47$, $p=.00$), individualized consideration ($r= .44$, $p=.00$), and intellectual stimulation($r=.41$, $p=.00$). All of the correlations were found to be significant at .01 level of confidence. Hence the null hypothesis (11) was rejected. Therefore, the study revealed that there was a moderate to substantial positive relationship between composite and components mean scores of job satisfaction and composite and component mean scores of transformational leadership of teacher educators.

In the next section, regression analysis of the effects of job satisfaction of teacher educators on their transformational leadership is presented.

4.5.2 Effects of Job satisfaction of Teacher Educators on their Transformational Leadership

With regard to the question of the effects of job satisfaction on transformational leadership of teacher educators, multiple regression analysis was used. Results of this analysis are presented in the table no 4.19

Table 4.19

Regression Analysis of the Effects of Teacher Educators Job Satisfaction on their Transformational Leadership

Job Satisfaction factor	df	β	t-Value	Sig	R Square	F-Value
Intrinsic	1	.486	7.28	.00*	.415	142.23*
Extrinsic	1	.182	2.72	.09		

***Significant at .01 Level**

It was found that the job satisfaction components of teacher educators accounted for 41.5% of the variance in transformational leadership of teacher educators. Out of the two components of job satisfaction, intrinsic job satisfaction was the positive and significant predictor of the transformational leadership of teachers. There for those teacher educators who are intrinsically motivated tend to exercise transformational leadership.

4.6 Conclusion

In this chapter, the researcher analyzed the data collected from various sources using different tools. The next chapter deals with summary of the study, major findings, discussion and recommendations of the further study.