

**CHAPTER I**  
**INTRODUCTION**

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### Introduction

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#### 1.0 Introduction

Education system continues to undergo significant change in response to such factors as government policies, knowledge economy, continuing growth in demand for higher levels of educational attainment, professionalism and accountability, rapid economic development, universalization of education and society wide influence of information technology, demands for increased access and internationalization of education. Forces for higher standards, greater educational choice, more powerful learning for a more diverse educational system, demands teachers with multiple skills both pedagogical and leadership, who can be able to mold students to face the challenges and aspiration of the present competitive world and make them future leaders. Teachers with passion for teaching are those who are conscientious, change catalysts and innovative in their work. These teachers act as a change catalyst by creating a value system, which is vibrant and relevant, therefore this globalized society which is full of challenges, promises and conflicts demands, teachers with multiple skills (both pedagogical and leadership) to be able to refine their students.

Society is being progressed on the wheel of education, where teachers are the enablers. Therefore, quality of teachers is the momentum of progress of any society. In order to venture into the new realms of development, a country needs transformational leaders. As mentioned in the Education Commission (1964) “The future of a nation is being shaped in her classrooms”, thus teachers are being recognized as the architects of modern nation. Teachers must be innovative, creative, and accountable for sophisticated teaching and creating leadership value in the

educational system. Now, it is important to review the teacher education programmes both pre-service and in-service in the context of 'teacher leadership' in school education.

Several researches have highlighted lacunae in teacher education programs and emphasized the leadership development of student teachers. The student teachers must not remain stagnant post after training, they have to find new avenues in this competitive globalized world; outlet and opportunities need to be explored and excelled. National Knowledge Commission (2008) suggested that there should be greater flexibility in the modalities of teacher training. Over the years with the development of professionalism, the quest for high quality performance is on the rise. The quality of leadership skills of teachers need be productive, self- enhancing and fulfilling lives. Therefore the critical question in this juncture is, how educational professionals can be developed both in pedagogical as well leadership skills that will build and sustain a new breed of educational systems to meet the challenges of the 21st century?

The quality and standard of an educational system largely depends on the quality, characteristics and commitment of the teachers to their profession. The education commission 1964-66 observes "For the qualitative improvement of education a sound program of professional education of teachers is essential. It is essential for develop teacher education system with due importance to best teacher professional practices.

### **1.1Teacher Education Scope and Relevance**

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been

globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. In order for teacher educators to impact the profession, they must successfully model appropriate behaviors in order for those behaviors to be observed, adjusted, replicated, internalized, and applied appropriately to learners of all levels and styles. According to Kauchak & Eggen (2005) modeling means exhibiting behavior that is observed and imitated by others. Effective modeling of desired practices is at the heart of successful teacher education programs at pre-service and in-service levels. Teachers are the powerful and meaningful role models for students at all levels, and the way they act influences both learning and motivation (Bandura, 1989). Modeling of behavior relates to teaching, service, and scholarly productivity. Teacher educators must use research-based, proven best professional practices in order for those behaviors to be appropriately applied. Teacher education refers to a professional program based on the guidelines and processes designed to prepare student teachers with the knowledge, behaviours, attitudes and professional skills they require to perform their tasks effectively in educational platform. Teacher education is a program that is related to the development of teachers' competences and proficiencies that would empower and endow the student teachers to encounter the professional requirements of the teaching profession and encounter the challenges. According to National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009) "It is a matter of conviction that, if teacher education institutions could be organized on the right lines and become dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated." The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above

the status of its teacher...”. Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015(2006). The European Commission Report ‘Communication on Teacher Education’ (2007) in the very beginning observes ‘research shows that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students’ performance(40, p.3) thinking and making the whole teacher education program more practicum-oriented. The UNESCO Report of the International Commission on Education in 21<sup>st</sup> century strongly believes that the rethinking of teacher education is necessary in order to bring future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching (UNESCO, 1999). Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Experiences of various countries reveal that the most effective way to develop good teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education programme and continue with career long learning opportunities. Each society, therefore, makes some provision for pre-service education and continuous professional development of teachers in order to help them contribute in the growth of society. There are ample empirical research evidences to suggest that students’ achievement is considerably related to the professional preparation of teachers (Darling- Hammond, 2000a; Ferguson, 1991a; Goe, 2002; Goldhaber & Brewer, 2000). The establishment of teacher education in any level can be envisaged at two levels. At the universal level, the positioning of teacher education determines its nature. Teaching is a multidimensional and specific activity, and therefore, is retained in single purpose institutions in majority of countries around

the world. The second level is curriculum development and curriculum transaction. At this level Schulman's (1987) conceptualization of teacher's knowledge provides the base of teacher education curriculum structure. According to Schulman (1987) "a teacher should possess subject content knowledge, general pedagogical knowledge, and the knowledge of educational contexts and goals; and should be able to use this knowledge creatively to deal with ever changing classroom situations". If we scrutinize teacher education systems in different countries from this perspective we will find majority of teacher education reforms exertions centred on reforming the knowledge base of teachers, and similarities can be observed in teacher education program across various countries. Even though, the challenges and approaches to resolve these diverge and are setting specific.

### **1.2 Teacher Education Programs in India: Current Scenario**

Realising the importance of teacher education as an important vehicle to improve the quality of school education, it was decided to attempt examination of the growth and development of teacher education during the post-independence period and to delineate directions for change for its restructuring so as to make it a powerful means for the upliftment of educational standards in the country (Arora & Panda, 1999). Towards the end of the 20th and in the beginning of the 21st century, a reasonably strong system of teacher education in the country is in place. However, it is widely recognised that it needs further strengthening. A mandatory system of recognition and supervision of teacher education institutions has been introduced, mushroom growth of substandard institutions has been checked, commercialisation in teacher education has been curbed to some extent, in-service education of teachers is more or less institutionalised, and distance education has established its credibility as an alternative delivery mode for teacher education programmes.

The content of teacher education programmes has also received due attention during the post-independence period. The quality and standard of an education system largely depends on the quality, characteristics and commitment of the teachers to their profession. The Education Commission 1964-66 therefore pointed out, “For the qualitative improvement of education a sound programme of professional education of teachers is essential” The National Policy on Education, 1986 and revised NPE, 1992 laid emphasis on revamping Teacher Education Programme for bringing about qualitative improvement in education. “As a tangible step towards the professionalization of teacher education , The National Council for Teacher Education (NCTE) was set up by an Act of Parliament (No. 73 of 1993) and actually came in to existence with the effect from 17.08.1995( Mohanty,2008) . NCTE came out with Curriculum Framework for different teacher education programmes in 1998. In pursuance of the recommendations of the Curriculum Framework, the areas like Education in Emerging Indian Society and Working with the Community were introduced in the syllabi of teacher education programmes in different states. The National Council of Teacher Education (NCTE) was established as a statutory body through an Act of Parliament to regulate teacher education in the country by laying down norms and standards and by undertaking periodical inspections with a view to phase out sub-standard institutions and to check commercialisation in teacher education.

The major developments in the recent years form the background to the present reform in teacher education with increasing school enrolment and the launch of pan-Indian primary education development programs such as the Sarva Shiksha Abiyan (SSA, 2002) to achieve Universal Elementary Education (UEE), the Operation Blackboard (OB) 1986, and the District Primary Education Program (DPEP) 1995.

The political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009 and the effect of The Right to Education (RTE) on 1<sup>st</sup> April 2010. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the future. National Curriculum Frame Work for Teacher Education (NCFTE, 2009) has observed the escalating demand for training teachers and the belief that a training certificate acts as collateral against future unemployment has made teacher education a lucrative business proposition. It has also led to a large scale mushrooming of teacher education institutions. The National Knowledge Commission (NKC, 2007) has observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is of utmost importance to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states (NCFTE, 2009).

The recent development in teacher education programme is the change in the duration of Bachelor of Education (B.Ed.) and Master of Education (M.Ed.). From the academic year 2015- 2016 the duration of these courses has been extended from one year to two years based on the recommendation of Kothari Commission (1966), Committee reports of Justice Verma (2012) and Poonam Batra (2014). Professional Requirements and standards of teacher educators have been changing during the



course of time. Based on the various committee reports (Verma, 2013; Batra, 2014) the professional requirements of teacher educators (B.Ed. stream) for foundations courses are M.Ed. With 55%marks or its equivalent grade; and Master Degree in Science Humanities / Arts with 50% marks or M.A in Education and B.Ed. with at least 55% marks. For methodology course Master Degree in any school teaching subject with 50% marks and M.Ed. Degree with at least 55% marks. In addition these Ph.D. in Education is desirable (Gazette of India: Extraordinary, 2014). However the implementation this norm of professional requirement of teacher educators needs further probing. Thus the system of teacher education and teacher preparation programme over the years has been evolving by accommodating the contextual realities to develop teacher competencies for realization of national priorities in education.

Institutes of teacher education have become breeding grounds of academic stagnation and resistance to change. The training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse. Such an intellectual isolation actively discourages educational authorization and the growth of disciplinary and interdisciplinary inquiry. There is now public acknowledge of the fact that the current system of education imposes a tremendous burden on our children. This burden arises from an incoherent curriculum structure that is often dissociated for the personal and social milieu of children and also from the inadequate preparation of the teachers who are unable to make a connection with children and respond to their needs in imaginative and dynamic way. One cannot fully blame for teachers for this inadequacy. It may be due to administrative failure. Therefore, teacher education programs need to be vibrant and transform to develop creative learning environment; it demands an environment of transformation.

### **1.2.1 Issues and Challenges in Teacher Education Programs**

India is one of the fastest developing nations in the world. Globalization, liberalization and privatization resulted in rapid changes in Indian society. The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. The challenges of teacher education in India are manifold and multi-dimensional. Lack of professional practices is a major concern of this system. There is the need to demarcate professional norms and standards of teacher educators and teacher education. Goel and Goel ( 2012) identified various issues of teacher education; they are institutional inertia, brand inequity, quality crisis, uncontrolled establishment of teacher education institutions, rare humane and professional teachers, deprived integration of professional skills, lack of integration of multi-disciplinary approach, alienated and discordant modes of teacher education, mismatch with the demand of higher education, identity crisis of teachers , intermittent innovations, inadequate technology infusion, shallow research output integration in profession, vision mismatches, non-scientific human resource management , erroneous laboratories, over activism of distance/open universities without rigours practice of teacher professionalism, unsound recognition and accreditation procedure and lack of norms and standards of teacher education.

The teacher education in India is at cross roads. There are a lot of institutions which do not have the minimum infrastructure, such as necessary buildings, equipment and furniture. There is dearth of regular principal and teaching staffs with stipulated qualifications. Most of these institutions are run by private managements and their prime dictum is to make maximum profit with minimum investment similar to any other business ventures. The quality of teacher preparation in these institutions has

to be challenged. Many universities have initiated correspondence courses in teacher education were started keeping in view the large demand of teacher education and eliminating the logjam of untrained teachers working in educational system. The quality of teacher education of these courses needs to be appraised with the quality parameters. In general, people envisage that teaching profession is the most lucid and comfortable profession amongst all the professions. Therefore, they want to join these teacher education courses which do not demand rigorous professional training.

Bajaj (2011) states, “With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems. The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education”. On other hand India’s population is increasing which turn up to increasing demand for new teacher, school teacher educators and teacher education institutions, while lack of resources and other political and social issues have hindered the government from meeting new educational demands. It can be concluded that that teacher education system in India calls for revolutionary changes.

### **1.2.2 Structure of Teacher Education Programme in India**

After independence there has been a rapid growth of education at all levels. Due to growing population, the number of schools and the number of teachers, the need of teacher education institutions increased. But the quality of education was sacrificed for the sake of quantity of education.

Department of Elementary Education and Literacy of the Ministry of Human Resource Development (MHRD) of the Government of India is the apex body that looks after policy for teacher education. Its agencies are National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT) National University for Educational Planning and Administration (NUEPA) and Centre of Advanced study in Education (CASE), The M.S University of Baroda. University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions. Besides these, Ministry of Human Resource Development (MHRD), there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training for pre-primary teachers. At the State level, the apex body that looks after teacher education is the department of education under ministry of education. Some states have Directorates for Teacher education. In a few others, the Directorate and State Council of Education Research and Training (SCERT) function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas colleges of teacher education offering degree courses are under the Department of Higher Education. In certain states all teacher education institutions are managed by the state government and government aided managements. In certain other states, majority of teacher training institutions are managed by private stockholders and universities under self-financed category. At the state levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and social welfare departments. Developing norms and standards of teacher education profession have been an important issue to be solved in India.

In India there are different levels of teacher education – Early Childhood Teacher Education, Elementary level Teacher education, Secondary level and Post Graduate level are common levels. The secondary level of Teacher Education is mostly conducted by Colleges of Teacher Education (CTE) affiliated universities and leads to Bachelor of Education Degree (B.Ed.) .The basic prerequisite of this course is graduation with 50% marks. Recently Verma Committee (2012) and Ponnambathra committee (2014) recommended for launching of Bachelor of Elementary Education (B.El.Ed.) as an integrated course in affiliated colleges and universities across the country.

### **1.2.3 Need for Reforms in Teacher Education**

Teacher education as a whole needs, require exigent and comprehensive reforms. There is need to bring greater conjunction between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Reforms of teacher education have been prominent concerns in the reports of major education commissions and committees on education. According to Secondary Education commission (1952) “However, excellent the programme of teacher training may be, it does not produce an excellent teacher. Increased efficiency will come through individual and group effort and improvement” .The Education Commission (1964-66) discussed at length various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programs, comprehensive colleges of education and internship. The National Policy on Education (NPE, 1986) recommended the overhaul of teacher education to impart it a professional orientation and referred to the same concerns voiced by the earlier Committees. Later on the Yashpal Committee (1993) was appointed to analyse the academic

burden on students and unsatisfactory quality of learning expressed concern over the poor quality of teacher preparation programs in the country which leads to unsatisfactory quality of learning in schools. This committee suggested restructuring of the course content of teacher education programs to ensure its relevance to the changing needs of school education, longer duration of teacher education, emphasis on self-learning and independent thinking and making the whole teacher education program more practicum-oriented. The UNESCO Report of the International commission on Education in 21<sup>st</sup> century strongly believes that the rethinking of teacher education is necessary in order to bring future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching. (UNESCO, 1999). The National Curriculum Framework (NCF, 2005) also emphasized on innovation and best practices in teacher education. The National Assessment and Accreditation Council (NAAC, 2007) report on quality indicators for teacher education highlights a similar thought as “The quality of teacher educators is an important factor that decides the quality of teacher education. The content and pedagogy inputs of teacher education require teacher educators who are qualified and competent to provide them. Their professional development should be of concern for an institution that seeks to provide quality teacher education.”

National Curriculum Frame Work of Teacher Education (NCFTE, 2009) report has observed that the education and training of prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. According to Singh (2011) one way to improve the situation is to modernize teacher education. There is a need to revamp teacher education in tune with challenging needs of the society and particularly changing the needs of the school education.

#### **1.2.4 Professionalization of Teacher Education in India: Policy Initiatives for Reforms in Teacher Education**

Professional up gradation is an important issue in teacher education. Isolation of the teacher and the community has to go and teacher education has to be made an integral part of social as well as educational system (Mohanty, 2008). Professional development has been identified as of educational reforms (Hawley & Valli, 1999). There should be dynamism in the approach to meet challenges of diverse problems with confidence and competencies. The code of professional ethics and values has to be pursued in teacher education. Teacher education has to attempt to achieve social and professional endorsements at par with other eminent professions. Several commissions and committees recommended to the professional upgradation of teacher education through reforms of curricula.

The pre-service teacher preparation programmes remain the important determinant of how teachers learn and succeed in the dynamic circumstances of real classroom and school. Pandey (2001) observes, India has made concentrated efforts to modify and modernize teacher education curricula to suit the requirements of contemporary educational needs of the society and instil greater professionalism and commitment in practicing teachers through pre-service and continuous in-service teacher education programmes. The National Policy on Education (NPE, 1986) reflects this commitment by considering pre-service and in-service teacher education as a continuous process and two ends of a continuum. Pandey (2011) says “An analysis of the recommendations of various commissions, committees and the education policy of India reveals the efforts of policy planners to bring qualitative improvement in teacher education system along with quantitative expansion of the facilities”. Actions have been made to make teacher education curricula receptive to the circumstantial needs of evolving society, and break the isolation of teacher education institutions.

The first two decades of the post-independence period are characterized by substantial efforts to do away from the colonial heirloom, and modernize the teacher education curriculum along with the demand of school curriculum. The apprehension for quality improvement of teacher education has been the top precedence of educational planners which is mirrored in the concerns articulated, and recommendations made by various commissions and committees appointed by the government of India from time to time since independence. The University Education Commission (1948), Secondary Education Commission (1953), Chattopadhyay Committee Report (1983-85), Ramamurthy Committee (1990) and several seminars and workshops that were set up to discuss improvements in elementary and secondary teacher education, from time to time expressed concern over the poor quality of teacher education and its aloofness from higher education and realities of school education system. These commissions stressed on the need for flexibility and indigenization and strongly felt, that teacher education programme needs to be refashioned to ensure more balance between the theory and practice.

The landmarks in the history of efforts towards bringing qualitative improvement in education in general, and teacher education in particular is the recommendations of Education Commission (1964-66) popularly known as the Kothari commission. This was the first commission in the post independent India, which systematically dealt with all stages of education. It envisaged and envisioned development of pre-primary to higher level, including the vocational and technical education etc.

One of the major concerns of the commission was revamping of teacher education in India. This commission stated, “The essence of programme of teacher education is quality and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards” (Para. 4.13; P.72).



Accepting that the existing teacher education programmes are largely unconnected from the realities of schools, it recommended reorientation of subject knowledge, vitalization of professional studies and to root the entire curriculum in Indian conditions. The commission recommended development of special courses and programmes and revision and advancement of curricula. The commission expressed that “ the prospective teachers need courses which will help them to build up a proper perspective of life, of our cultural heritage, and, of problems and aspirations of the nation as well as of human culture, and civilization in general” (Para. 4.29; P.75). It also emphasized the need for teacher education to be brought into the mainstream academic life (Para 4.04; p.68) of higher education and relate the curriculum closely to the teacher’s responsibilities and to Indian conditions, problems and studies (Para.4.31; P.75). Nevertheless, teacher education institutions continued to exist as dogmatic institutions, and are still secluded from the mainstream academic life of higher education.

Then the Yashpal Committee (1993) was appointed to study the academic burden on students and substandard quality of learning, pointed towards the deprived quality of teacher education programme in the country which leads to inadequate quality of teaching and learning in schools education system. This committee suggested reorganization of the course content of teacher education programmes to ensure its significance to the changing demands of school education, longer duration of course, stress on reflective and independent thinking and making the teacher education programme more practical oriented .

With increasing concerns on quality, context and readiness of teachers in the country and the need to prepare students for the 21st century the Hon’ble Supreme Court of India constituted Justice Verma Committee in 2012. Varma Committee

report (2012) recommends, “It is desirable that teacher education institutions are located in multi- and inter-disciplinary academic environment. This will have significant implications for the redesigning of norms and standards of various teacher education courses specified by the NCTE. This will also have implications for employment and career progression of prospective teachers.”, “Existing teacher education institutions may be encouraged to take necessary steps towards attaining academic parity with new institutions (P.95)” and “In keeping with the recommendations of the Education Commission (1966), every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners (p. 95, JVC Report).”

The Verma committee also recommended that the B.Ed. 2-year programme to be launched in 2016. In May 2014 – NCTE constituted a Committee for reviewing the existing regulatory functions of NCTE regarding grant of recognition and related functions and for implementation of the recommendations of Justice Verma Commission the under the Chairpersonship of Poonam Batra. The major recommendations of Batra committee (2014) were; The B.Ed. programme shall be of duration of two academic years including a minimum period of school internship of 16 weeks, Basic unit of One hundred (100) students divided into two sections of fifty (50) each for general sessions and not more than twenty (20) students per teacher for a school subject or methods courses and other practical activities of the programme to facilitate participatory teaching and learning, colloquia would form an integral part of the B.Ed. program, curriculum studies courses may be designed in knowledge and curriculum with units of study that include the syllabi of graduation level as the case may be in each of the major disciplines of language, mathematics, social sciences and natural sciences. The courses shall aim to develop

in students an understanding of the school curriculum, linking school knowledge with community life. Colloquium provides for a platform where students draw theory-practice connections in order to interact with children and prepare resources for them. Students are expected to present term papers, practicum reports and participate in group discussions. Colloquia shall include a school contact programme, literature for adolescents, theatre in education, developing a resource centre in schools. For intake of 100 students, the faculty-student ratio shall be 1: 15.

All these commissions, committees, and study groups expressed concern over the irrelevance of teacher education programme. However, in reality even after five decade of the observation made by the Education Commission (1964-66) in this context that “Vitality and realism are lacking in the curriculum and Programme of work which continue to be largely traditional with disregard for the present day need and objectives” (Para.4 02; p.68) remains relevant, though, a number of policy initiatives have been taken by the government, from time to time, to modernize and bring qualitative improvement in teacher education curriculum of the country. Effective curriculum frameworks for initial teacher education aimed at developing professionalism in pre- service teachers are expected to have their base in well-defined standards for various categories of school teachers. In India, development of teacher education curriculum framework is mostly an academic exercise due to the absence of standard and norms for school teachers and teacher educators.

The major important documents that influenced the process of teacher curriculum reform in the country are: the report of the Education Commission (1964-66), and the National Policy on Education 1986 and National Curriculum Framework of Teacher Education (2009). All subsequent efforts to modify teacher education curriculum to address the national aspirations for education have tried to integrate and incorporate

various recommendations of these two documents. Education of teachers in the country has been considered crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness. The teacher education curriculum in India has been revised in 1978, 1988, 1998, 2009 and 2014 to reflect and incorporate the geo-political, cultural diversities of the country and keep pace with the globalization, knowledge expansion, economic upheavals, socio-political and communication and information developments.

Effective teacher education curriculum calls for systematic task analysis of teachers at various levels and insertion of relevant subject matters relevant to global scenario, which alone can infuse confidence and professionalism among the novice teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF (2005). The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. The National Curriculum Framework for Teacher Education (2009), promises to translate the vision into reality and prepare humanistic and reflective teachers that has the potential to develop more Professional teachers and improve the quality of education.

### **1.3 Teacher Professionalism and Teacher Leadership**

There is a concern with the capacity of the teaching profession to provide the required school regeneration that is needed, and as a result, teachers' ability to provide a brand new form of leadership in schools and societies (Coles & Southworth, 2005). Pandey (2011) reasoned that teacher professionalism needs to be instilled in each phase of teacher preparation starting from conceptualisation to

evaluation. The teachers have to be empowered to take their professional development to new heights as the school culture reinforced the collective responsibility the teachers for school development. The focus on student accomplishment is considered as the prime parameter of the effectiveness of professional development (Busher & Saran, 1995; Harris & Muijs, 2005). This development should relate to the work teachers do in the day to day life of the school and is integrated into teachers' professional practice. Professional development that improves student learning would therefore take place within a strong group of professionals (Timperley & Parr, 2004). When the school is organized into such a group, or groups, with the focus on student achievement the professionalism becomes a focus for all that happens within that group (Harris & Muijs, 2005). There is a close link between their leadership and their professionalism and that one reinforced the other (Lunn, 2006). As Murphy (2005) too stated in his work, teacher leadership is about greater enablement, which expands a teacher's professional status, and therefore teachers can realise their professional value. The development of leadership responsibility being shared with all in the school helps to bring about a new professionalism and develop extended professionalism (Fullan, 2001; Harris & Muijs, 2005; Hargreaves, 2003). Murphy (2005) stated that the development of teacher leadership has an effect both on individual educators and teaching as an occupation, by the way it works to strengthen the professional nature of teaching. The responsibility of leadership is at the heart of teaching (Gardner, 1990; Robertson & Strachan, 2001). Gardner (1990) observes, great leaders are responsible for what they do. Effective teacher leaders, like great leaders, are disposed to accept responsibility for their students because they consider that they can affect students' overall development. Teacher leadership has been recognised as being a responsibility of the professional role of the teacher (Robertson & Strachan, 2001). Teacher leadership is

also an important concept; if teachers are able to work with students for the type of learning they want (Gunter, 2005).

This study makes a systematic analysis of professionalising the teacher education and to identify teacher leadership components in the form of transformational leadership. Because of large scale reforms and recommendations for revamping teacher education, educational system needs transformational leaders in order to be effective (Caldwell, 1994; Leithwood, 1994). It is argued that transformational leadership is well suited to the challenges of current educational restructuring. Furthermore, transformational leadership has the potential for building high level of commitment in teachers to the complex uncertain nature of educational reforms and for fostering growth in the capacities that teachers must develop to respond positively to the reform agenda (Jantzi & Leithwood, 1996; Berg & Steinbach, 1999). In the same disposition, Leithwood and his associates (Leithwood & Jantzi, 1997; Leithwood et al., 1996), have pointed out that in spite of promising results in non-educational setting, there has been a very little research done in the educational settings of this kind of leadership. Transformational leadership is seen to be sensitive for developing shared vision distributing leadership organizational building and school culture necessary for restructuring effort in schools (Leithwood, Jantzi & Steinbach, 1999). Thus given the acceptability of the above discussion; it is therefore proposed to study transformational leadership in teacher education. In this regard, Leithwood and his associates have strongly argued that more research is needed to understand the effect of transformational leadership in educational settings (Nguni, 2005).

The present study is on 'Transformational Leadership' of teacher educators and therefore it is necessary to understand the concept of leadership, historical development of the concept and associated theories, including the need for transformational leadership in education.

#### **1.4 Leadership: Meaning and Scope in Education.**

Leadership is the important factor that has an ability to manage change in organizations (Bass, 1997). Leadership studies are an emerging discipline and the concept of leadership will continue to evolve. Leadership is an influence relationship among leaders and followers who intend real change and outcome that reflect their shared purpose (Rost, 2000). The theoretical concepts of leadership have been studied since the antiquated times of Plato, Caesar, and Plutarch (Bass, 1981). Over the years, researchers have yielded a plethora of works and data that proliferates the field of leadership research. Although leadership is a term that is frequently used in conversations and is often described by various adjectives such as *effective*, *good*, *bad* and *poor*, most authors have failed to provide an actual definition of leadership in their works (Leithwood, Jantzi, & Steinbach, 1999). Most scholars agree that the concept of leadership does not ascribe to one specific definition. James Burns (1978), however, provided the following definition of leadership in his landmark publication, *Leadership*: Leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations—of both the leaders and the followers.

Although a lack of consensus continues to exist about an exact meaning for leadership, most researchers agree that a central element of *intentional influence* is present in leadership and is being exerted by one person or a group of individuals over other people (Leithwood, Jantzi & Steinbach, 1999).

The question of leadership characteristics and their affects can best addressed by gaining a better understanding of the historical evolvement of leadership and the theoretical paradigms in which leadership has been studied. Such explanation provides a theoretical base for the study.

### **1.4.1 Contemporary Leadership Approaches: Historical Evolvement of**

#### **Leadership Theories**

Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). It has only been during the twentieth century that leadership has been scientifically studied (Bass, 1990a). It has been studied in different ways, depending upon the research paradigms and methodologies. However, there is no single or grand universal theory providing common direction (Maccoby, 1981; Burns, 2003). Most of the studies can be classified into four approaches: (1) trait approach, (2) behavioural approach, (3) contingency approach, (4) Relational approach.

#### **1.4.1 Trait Approach**

The trait approach was one of the earliest approaches for studying leadership. Beginning in the 1920s, researchers looked to see if leaders had particular traits or characteristics, such as assertiveness, extroversion, high tolerance for frustration, self-confidence, intelligence, heights, or energy that distinguished from non-leaders and contributed to success (Bernard, 1926; Tead, 1935; Gardner, 1990). It was believed that if the traits could be identified, leaders could be predicted, or perhaps even trained (Draft, 2005). Tead (1935) regarded leadership as a combination of traits that enabled an individual to induce others to accomplish a given task. The trait approach was dominant during 1930s and 1940s. However, this approach did not produce favourable results for a long time because it failed to establish what kind of persons will be successful leaders. Stodgill (1948, 1974) examined more than 287 trait studies to find a reliable and coherent pattern for leadership. His findings also indicated that the importance of particular trait was often relative to the situation. Thus, having certain individual attributes is not a guarantee to success.



### **1.4.2 Behavioural Approach**

The failure to identify a universal set of leadership traits lead researchers in the early 1950s to begin looking at what a leader does, rather than who he or she( Draft,2005). So researches focussed on what leaders actually do while they are performing duties and responsibilities. This approach investigated the style of behaviour or behavioural characteristics that certain leaders exhibited in their work and its relationship to leadership effectiveness (Kahn & Katz 1960). Researches (Lewin, Lippit & White 1939) tried to find how a leader behaved towards followers and classified leadership into three styles: autocratic, democratic, and laissez-faire and how this correlated with leadership effectiveness. An early series of studies on leadership behaviour was conducted by the Ohio State University and the University of Michigan. Ohio State University developed a survey method to measure a leader's behaviour known as the Leader Behaviour Description Questionnaire (LBDQ) (Yukl, 2002). Studies at the University of Michigan identified three types of leadership behaviours differentiated between effective and ineffective leaders (Yukl, 2002). The preferred research method to identify effective leadership behaviour was a survey field study with a behaviour description questionnaire (Yulk, 2002). There is fundamental behaviour through which leaders meet followers' needs. The Behavioural approach developed the ideas that leadership styles are flexible in that a leader can change the mix of person and task and that leadership styles. However, like the trait approach, the behaviour approach was ineffective as there were few steady patterns between leader behaviour and efficacy, proving that there was no one right style of leadership (Bass,1990a). It was also realized that behavioural factors were not reliable in all situation.

### **1.4.3 Contingency approach**

The Contingency approach gives importance of contextual factors, including the leader's authority and discretion, the nature of the follower's tasks, the characteristics of followers, and the nature of the environment in which the leadership exercise. The theme behind this approach is that leaders can analyse their situation and modify their behaviour to improve leadership effectiveness. Contingency theories sometimes-called situational theories, emphasising that leadership cannot be understood in a vacuum apart from various elements of the group or organizational situation. The concept of contingency theory was coined by Fiedler. He claimed that situational factors influenced the appropriateness of a leader's personality, which determined his or her behaviour (Fiedler & House, 1978). Fiedler developed the Least Preferred Co-worker (LPC) questionnaire to measure personality and the Contingency Model to assess the favourableness of a situation to a leader. The path-goal theory was developed by House (1971) in an attempt to explain how the behaviour of a leader in different situations influenced the satisfaction and performance of subordinates. The situational theory developed by Hersey and Blanchard focuses on the characteristics of the followers as an important element of the situation and consequently of determining effective leader behaviour (Draft, 2005). The Vroom –Jago model indicates that leaders can choose a participative decision style based on the situation such as quality requirement, commitment requirement, of the leaders' information (Draft, 2005). Even though the contingency approach achieved widespread acceptance, it has encountered numerous criticisms. House and Baetz (1979) pointed out that while the high-LPC leader is more effective in ambiguous situations, it is not clear exactly why this is. Conger (1992) also felt that the contingency approach was inhibited by its lack of emphasis on the abilities of envisioning, inspirational motivation, and managing substantial organizational change.

#### **1.4.4 Relational Approach**

Since the late 1970s, many ideas of leadership have focused on the relational aspects, that is, how leaders and followers interact and influence one another. Leadership is considered as a relational process that meaningfully engages all stakeholders and enables each individual to contribute to achieve the shared vision. Leadership effectiveness depended on the facet of interpersonal relationship develop between leaders and followers. Transformational leadership theory is considered as the prominent relationship theory (Draft, 2005). This theory was developed the by James Burns (1978) and elaborated by Bernard Bass. Burns (1978) believed that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslow's (1954) hierarchy of needs. According to Burns (1978) Transformational Leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

The presented study is focused on the transformational leadership of teacher educators and therefore a detailed description about transformational leadership theory and its components are discussed below.

#### **1.5 Transformational Leadership**

James Macgregor Burns (1978) conceptualized leadership in his seminal book *Leadership* as either transactional or transformational. In transactional leadership, leaders lead through social exchange (Bass, 1999). Burns (1978) states that leaders approach their followers with the intent of "exchanging one thing for another: jobs for votes, or subsidies for campaign contributions" (p.4). In the business world, transactional business leaders offer rewards for productivity (Bass & Riggio 1999). Transactions, or social exchanges, comprise the bulk of the relationships among leaders and followers (Burns, 1978). The basis of transactional leadership is a

transaction or exchange process between leaders and followers. The transaction leaders recognizes followers' need and desire and then clarifies how those needs and desires will be satisfied in exchange of meeting specified objective or performing certain duties( Draft, 2005). As Burns (2003) indicated, there is yet no single unifying leadership theory providing common direction to thinkers and researchers; this nature of leadership requires a complex set of interacting variables and processes. Burns (1978) provided initial definitions of transformational leadership by drawing a distinction between transformational and transactional styles of leadership. His study inspired a completely new way of thinking and researching about leadership. Burns (1978) identified transactional leadership as that in which one person takes the initiative in making contact with others for the purpose of an exchange of something valued. However, according to Burns, transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one and others to higher levels of motivation and morality" (1978, 20). Burns (1978) proposed that the application of transformational leadership would raise both leaders and followers to high levels of morality. He was a biographer of two American presidents and had studied leadership chiefly as it pertained to political movement throughout history. Burns (1978) suggested that transactional and transformational leadership were mutually exclusive. However, later empirical research demonstrated that transactional and transformational leadership were not at the opposite ends of a continuum (Bass & Avolio, 1990). The largest amount of theory and research based on Burns' work has been produced by Bass and associates. Barnard M. Bass is considered one of the developers of the transformational leadership theory although his work was based on James Burns book on political leadership (1978) entitled *Leadership*. Bass (1985) elaborated the idea of transformational leadership by giving more attention to followers' need rather than leader's need. Like Burns, Bass (1985)

similarly understood transactional leadership as the exchange of valued outcomes between leader and followers. This exchange is based on the leader discussing with followers the requirements and specific conditions, and rewards these followers will receive if they fulfil the requirement (Avolio & Bass, 2002). Bass also understood transformational leadership as a leadership with a mind-set of continuous concern for others, which yielded greater follower effort that resulted in greater satisfaction and performance (Bass, 1998). He proposed that transformational leadership elevated followers by meeting high-level needs, and by raising their aspirations and desires. It was more effective than transactional leadership in generating the extra effort, commitment, and satisfaction of those led. There have been two significant disagreements between Burns and Bass concerning transformational leadership. First, unlike Burns, Bass proposed that transformational leadership is an expansion of transactional leadership, not the opposite end of a continuum (Avolio & Bass 2002; Bass 1985; Bass & Avolio, 1990; Yulk, 2002). He maintained that transactional leadership is an essential component for effectively leading an organization and that "the most effective leaders are both transformational and transactional in their leadership style" (Avolio & Bass 2002). A leader could be rated high on both transactional and transformational leadership. Bass, however, believed that transactional leadership alone does not sufficiently explain the extra effort and performance that some leaders are able to create in their followers (Bass & Avolio, 1990). Second, whereas Burns restricted transformational leadership to enlightened leaders who appealed to positive moral values and higher-order needs of followers, Bass was less strict: he saw transformational leaders as those who activated followers' motivation and increased their commitment, regardless of whether the effect ultimately benefits the followers (Yulk, 2002). According to Bass' view, even someone like Hitler was a transformational leader. Thus, transformational leadership

was essentially amoral. However, Bass later changed his opinion and he came to agree with Burns, confirming true transformational leaders have "to be morally uplifting" (Bass 1998). Transactional leaders may be quite effective, however transactional leaders maintain stability within the organization rather than promoting change. In contemporary competitive world an organizational success not only depends on maintain status quo but effective and continuous change. In this situation, effective leadership is transformational approach. According Bass (1990b, 1995 & 1999) transformational leadership differs from transactional leadership in four significant areas; transformational leadership develops followers in to leaders. Transformational leadership elevates the concern of followers lower level physical needs to higher level psychological needs, transformational leadership inspires followers to go beyond their self-interest for the good of the group and transformational leadership paints a vision of a desired future state and communicates it in a way that makes the plan of change worth of the effort. Bass (1985) claimed the transformational leadership model was a new paradigm, suggesting that transformational leadership expended from transactional leadership and met higher-level needs and aspirations of followers. Moral commitment of leaders motivates followers to transcend self-interest toward higher collective mission, purpose, and vision of the organization (Howell & Avolio, 1993).

Transformational leaders motivate others to do more than they originally intended and often more than they thought possible. They set expectation that is more challenging and typically achieve higher performance. Transformational leaders do more with colleagues and followers than set up simple exchange or agreement. They behave in ways to achieve superior results by practicing one or more of the four core components of transformational leadership (Bass & Riggio, 2006).

### **1.5.1 Components of Transformational Leadership**

The components of transformational leadership have evolved as refinements have been made in both the conceptualization and measurement of transformational leadership. Conceptually leadership is charismatic, and followers seek to identify with the leader and emulate him or her. The leadership inspires followers with challenges and persuasion, providing both meaning and understanding. The leadership is individually considerate, providing the followers with support, mentoring, and coaching (Bass & Riggio, 2006). Each of these components can be measured with the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 2000). The MLQ rater from requires associates of leaders to rate frequency of their leader's transactional and transformational leadership using 5 –point rating scale, with anchors from 0 =*Not at all* to 4=*Frequency, if not always* (Bass & Riggio, 2006) . There are a number of tools have been developed to assess transformational leadership besides MLQ. Transformational Behaviour Inventory (TLI) developed by Podsakoff, MacKenzie, Moorman, and Fetter (1996) is the most widely used to tool. The Transformational Leadership Questionnaire (TLQ) developed by Alban-Metcalf & Alimo-Metcalf is another instrument for measuring transformational leadership ( Bass & Riggio, 2006 ). Factor analytical studies from Bass (1985) to Howell and Avolio (1993), and by Bycio, Hackett and Allen (1995) to Avolio, Bass and Jung (1995, 1999), Gronn, 1996; Barbuto, 2005; Hall et al., (2002) have identified the components of transformational leadership. These four components are idealized influence; inspirational motivation, intellectual stimulation, and individual consideration (Bass 1985; Avolio, 1994; Avolio & Bass 2002). Descriptions of the components of transformational leadership are presented in the following sections.

## **Idealized Influence (II)**

Transformational leaders behave in a ways that allow them to serve as role model for their followers. The leaders are admired, respected, and trusted. Followers identify with them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. Bass claimed it is the most important component of transformation leadership (1995). The idealized influence also refers to behaviour that makes leaders role models and is defined as "living one's ideals" (Bass and Avolio 1995). Followers admire, respect, trust, and identify with these leaders, wanting to pattern their lives after them. House, Woycke and Fodor (1988) found that followers of transformational leaders are likely to engage in the behaviours of their leaders. Bass (1985) emphasized the importance of reputation as the factor that determines the leader's influence and effectiveness. Every Burns' study was not based on research, but rather was theoretical in nature. Thus; there are two aspects to idealized influence: the leaders' behavior and the elements that are attributed to the leader by follower and other associates. In addition, leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right things, demonstrating high standards of ethical and moral conduct. Leaders influence followers through ideals and ethics, which are being practiced by the leaders themselves. The leaders emphasize the importance of having a collective sense of mission. The leaders reassure others that obstacles will be overcome. Confidence and trust in a leader strengthen the followers' identification with the leader.



### **Inspirational Motivation (IM)**

Transformational leaders behave in ways that motivate and inspire followers by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and demonstrate commitment to the goals and shared vision. The leaders articulate a compelling vision of the future. Inspirational motivation refers to a leader's ability of motivating and inspiring those around them by providing meaning and challenges to his or her followers (Avolio & Bass 2002). Most effective organizations have found that the broader the participation in formulating the vision, the greater the commitment of people to the vision (Jodan 1998). Bennis and Nanus (1985) conducted interviews with 90 successful executives who had "achieved fortunate mastery over present confusion". They found that successful leaders motivated their followers to achieve a vision through inspired communication. All ninety leaders had a focus on outcomes, and their intensity of vision enabled them to capture the attention of their followers to concentrate on the vision. Transformational leader inspires followers to commit to find a way to help the organization succeed. Thus, transformational leadership can harness all of the abilities of followers to innovate and produce in ways that no leaders, no matter how competent, could have foreseen.

### **Intellectual Stimulation (IS)**

Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situation in new ways. Creativity is encouraged and there is no public criticism of the individual members' mistake. New ideas and creative problem solutions are solicited from followers who are included in the process of addressing problems and findings

solutions. Followers are encouraged to try new approaches, and their ideas. In other words, the leaders get others to look at problems from many different angles. Transformational leaders promote higher level of creativity, as measured by divergent thinking of group members (Jung, 2001; Sosik, Kahai & Avolio, 1998). Intellectual stimulation represents transformational behaviours that allow "the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change of immediate action" (Bass 1985). Transformational leaders stimulate followers to be innovative and creative (Avolio & Bass, 2002; Bass & Avolio, 1995). The transformational leader seeks differing perspectives in solving problems and looks at problems from differing angles. There is no public criticism of individual members' mistakes because those are considered part of the learning process. A climate of open acceptance rather than criticism is the norm that yields creative ideas (Bass & Avolio 1994a; Bass 1998). The balance of risk and trust is a key element in intellectual stimulation, Tichy and Devanna (1990) hold that transformational leaders are prudent risk takers, and foster such an environment in the organizations they lead. They create an environment that is flexible and open to learning from experience.

### **Individualized Consideration (IC)**

Transformational leaders pay special attention to each individual follower's need for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potentials. Individual consideration is practiced when new learning opportunities are created along with a supportive environment. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences, in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences.

The individual considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on. The leader spends time teaching and coaching. Individualized consideration is a behaviour that recognizes the needs and aspirations of each follower and then successively elevates their levels of growth. It has been found to have a positive impact on subordinate satisfaction with the leader (Bass 1985). Individualized consideration enables transformational leaders to assume the role of coach and mentor (Bass and Avolio, 1994b; Avolio & Bass, 2002). The leader offers opportunities for learning and maintains caring, supportive attitudes and a positive climate. The relationship between leaders and followers displays considerate behaviour and communicates the value of each individual by listening (Bass 1985; 1998; Bass & Avolio, 1994b).

A brief description of the components of transformational leadership is given the following table no.1

**Table 1.1**

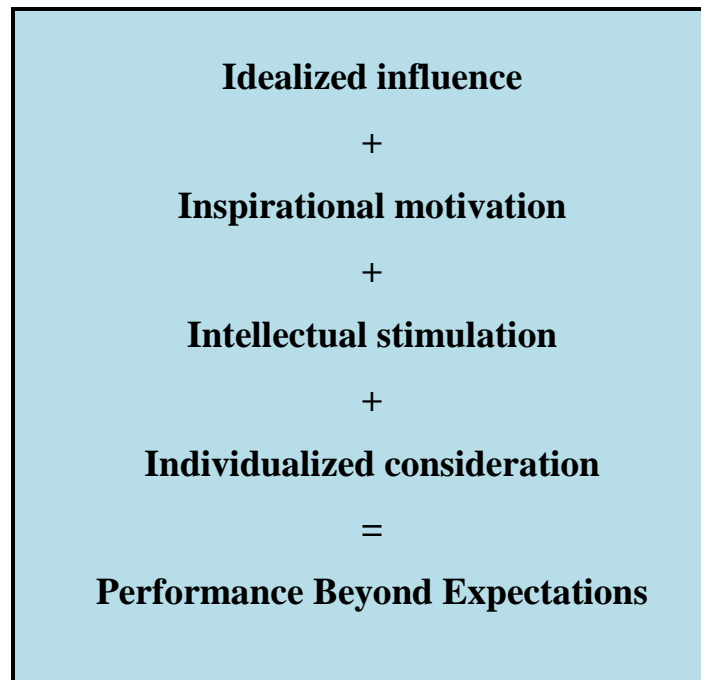
**Brief Description of the Components of Transformational Leadership**

<b>Components of Transformational Leadership</b>	<b>Description</b>
<b>Idealized Influence</b>	The leader provides vision and a sense of mission, instils pride, gains respect, trust and increases optimism. Such a leader excites and inspires followers. This component is a measure of the extent of followers' admiration and respect for the leader. In this context the leader influences followers through 'ideals'.
<b>Inspirational Motivation</b>	The leader acts as a model for followers, communicates a vision and uses symbols to focus efforts. This component is a measure of the leader's capacity to kindle confidence in the leader's vision and values.
<b>Intellectual Stimulation</b>	The leader stimulates followers to rethink old ways of doing things and to reassess their old values and beliefs. This component is concerned with the degree to which followers are provided with interesting and challenging tasks and encouraged to solve problems in their own way.
<b>Individualised Consideration</b>	The leader coaches and mentors, provides continuous feedback and links followers' needs to the organization's mission. Individual consideration is a measure of the extent to which the leader cares about the individual follower's concerns and personal developmental needs.

(Sources: Den Hartog et al., 1997; Hinkin & Tracey, 1999)

The four main components of transformational leadership are interdependent; when they are held together, they produce an additive effect that yields performance beyond expectations. The additive effect is summarized in the following figure. (Hall et.al, 2002).

**Figure 1.1 Additive Effect of the Components of Transformational Leadership**



(Sources: Murthy, 2010; Bass & Avilio, 1990.)

Through idealized influence, individual consideration, intellectual stimulation and inspirational motivation, transformational leaders have great potential to promote performance beyond expectation and to effect enormous changes within individuals and organization. Murthy (2010) argued transformational leadership has a sizable influence on teacher collaboration and a significant relationship exists between its aspects and the changes of teachers' attitudes towards improvement of an educational institution and altered instructional behavior. The following section is designed to describe how transformational leadership style becomes a synonym to teacher leadership both in school and university educational context.

### **1.5.2 Transformational Leadership in Education**

The literature on teacher leadership suggests that the notion has developed over time and some have argued that this development comprises three stages or ‘waves’ that progressively delink the idea from the formal organizational hierarchy. The third wave emphasizes that teacher leadership is a process rather than a positional concept and notes that teacher leaders tend to possess many of the characteristics of transformational leaders. The literature also suggests that third wave teacher leaders are excellent classroom performers.

This section explores the relationship between the teacher leadership and transformational leadership concepts and teacher leadership could include transformational teacher leadership as one of the defining qualities of teacher leaders and could embrace both school and higher education context.

### **1.5.3 Teacher Leadership and Transformational Leadership**

The concept of teacher leadership has come to prominence in the educational literature for two decades (Little, 2003). Pounder observes (2008,a) Transformational classroom leadership is a logical extension of the teacher leadership construct and that the teacher leadership idea is relevant not only to a school but also to a higher education setting . The teacher leadership notion has developed over time and Silva et al. (2000) have argued that teacher leadership is a process rather than a positional concept and recognizes that teachers, in the process of carrying out their duties, should be given the opportunity to express their leadership capabilities. Teacher leaders as those who help redesign schools, mentor their colleagues, engage in problem solving at the school level, and provide professional growth activities for colleagues. Silva et al. (2000) have also emphasized the ability of the teacher leader

to navigate the structures of schools, nurture relationships, model professional growth, encourage change, and challenge the status quo. Sherrill (1999) has argued that the basis of this knowledge and understanding, the teacher leader should then cultivate desired dispositions in colleagues by engaging in reflective inquiry. Berry and Ginsburg (1990) have identified the following three components of the role of what they have termed 'lead teachers': 1) mentoring and coaching other teachers; 2) professional development and review of school practice; and 3) school-level decision-making. For Harris and Muijs (2005), teacher leadership involves: the leadership of other teachers through coaching, mentoring, leading working groups; the leadership of developmental tasks that are central to improving learning and teaching; and the leadership of pedagogy through the development and modelling of effective forms of teaching.

Despite attempts at articulating the characteristics of teacher leadership, few studies have attempted to place the teacher leadership notion within the framework of current theories of leadership. Researchers (Crowther, 1997; Darling-Hammond & McLaughlin, 1995; Silva et al., 2000) found teacher leaders displayed leadership qualities that are broadly transformational in nature. Crowther (1997) makes the point that teacher leaders may not be consciously aware of their transformational qualities; their behaviour has much in common with aspects of the leadership notion described above. For example, their deep commitment to a set of core values that they were prepared to communicate openly resonates with the idealized influence and inspirational motivation components of transformational leadership. A review of other attempts to define teacher leadership also indicates an affinity with transformational leadership. Silva et al. (2000) description of teacher leaders as nurturers of relationships and models of professional growth echo aspects of the individual consideration component. Equally, their account of teacher leaders as

encouragers of change, and challengers of the status quo, reflects the spirit of the intellectual stimulation component. Similarly, the teacher leader qualities emphasized by Darling-Hammond et al. (1995) such as openness to new ways of doing things and the modelling of learning reflect aspects of the intellectual stimulation and individual consideration transformational leadership components. Furthermore, the mentoring, coaching and developmental aspects of Berry and Ginsburg's (1990) view of teacher leaders are totally consistent with the transformational leadership characteristics.

Pounder (2008b) argued that an examination of teacher leaders' qualities in the classroom would appear to be a valid extension of teacher leadership research that could prove fruitful. This is because one possible explanation of the connection between the characteristics of teacher leaders described above and their exemplary classroom instruction is that teacher leaders display their transformational leadership characteristics in the classroom and this gives rise to excellent classroom performance.

Studies that have also focused specifically on transformational classroom leadership have generally taken place in a university setting. Ojode and colleagues (1999) and Walumbwa and Ojode (2000) examined the effects of transformational-transactional leadership in the university classroom. The study indicated that, generally, the transformational leadership components and one of the transactional leadership components, namely contingent reward, were positively and significantly correlated with the outcome of student willingness to put in extra effort, classroom leadership effectiveness and student satisfaction with classroom leadership. (Pounder, 2005) study confirmed the beneficial effects of transformational leadership in the university classroom.



Transformational leadership is an imperative element in having fruitful teacher development and in paving the road for teachers to become leaders. Transformational leaders focus more on spreading school culture –their managerial role moves into the background (Lucas & Valentine, 2002). They are participant learners, not only managers (Emihovich & Battaglia, 2000). Cibulka & Nakayama (2000) and Popper & Zakkai (1994) point out that transformational leaders create and foster opportunities for teacher learning. They give primacy to teacher needs and are less influenced by organizational circumstances (Popper & Zakkai, 1994). It was from Bass's conceptualization that Leithwood (1994) further revised the transformational leadership theory in relation to the school setting through identification of specific factors that comprised his own version of transformational leadership, which focused on vision, goal setting, individual support, behaviour modelling, and high expectations. In addition, Leithwood and Jantzi (1999) delineated a model of transformational leadership that consists of the following components: symbolizing professional practices and values, fostering participation in school decisions, intellectual stimulation; demonstrating high performance expectations, building school vision and goals; Instructional support, Individualized support, mentoring school activities, community focus and Staffing.

Through idealized influence, individual consideration, intellectual stipulation, and inspirational motivation, transformational leaders have great potential to promote performance beyond expectation and to effect enormous changes within individuals and organization. Transformational leadership has a sizable influence on teacher collaboration and a significant relationship exists between its aspects and the changes of teachers' attitudes towards improvement of an educational institution and the altered instructional behavior (Murthy, 2010). For bringing about this

change, the transformational teacher must foster the moral values of honesty and fairness. These teachers are nurtured in colleges of teacher education. Hence, transformational leadership has to a benchmark in the working of Teacher education Institutions. What extent the teacher educational program in India is transformative? Do teacher educators exercise transformational leadership in their professional context? These aspects will be discussed in the subsequent section. Before that, there is a pertinent question to be asked in the juncture what are the contributing variables leadership towards transformational leadership of teacher educators. Does the job satisfaction of teacher educators bring changes in the transformational leadership of teacher educators' transformational leadership?

#### **1.5.4 Job Satisfaction of Teacher Educators and Transformational Leadership**

Teacher educators are responsible in providing the totality of experience, which contribute to the preparation of student for a teaching profession, and in helping to qualify an individual to assume the responsibilities as a member of the educational profession. The teacher educators who prepare teachers should have adequate job satisfaction as it influence the quality of teacher education. Teacher educators are deriving job satisfaction form students, facilities and personal involvement. The association between job satisfaction of teacher educators and organizational climate was significant (Rammathlasamam & Rao, 2003). Researches (Goyal, 1980; Goyal 1985) studied job satisfaction of teacher educators and found the factors affecting their job satisfaction. The concept of job satisfaction has been defined in many ways. Ejiogu (1985) defines job satisfaction, as 'It is an emotional affective personal response as a result of his estimation of the degree to which some facts of job reality is congruent or incongruent with his values.' It is therefore important to

have a good understanding of individual total personality and value system in order to understand and describe his/her job satisfaction. Loke (1976) observes that job satisfaction as a pleasurable positive emotional state resulting from the appraisal of one's job or job experience. It is the result from the perception that one's job fulfills or allows the fulfillment of one's important job value providing and to the degree, that these values are congruent with one's needs. Griffin and Batmen (1986) pointed out that the specific aspects of job usually include inclination towards monetary benefits, organizational culture, and chance of promotion, career prospects, colleagues and supervisors and intrinsic components of job itself. Researchers (Boglelr, 2001; Dinham & Scott, 2000) found most research in teacher job satisfaction is rooted in the work of Herzberg, Mausner and Syderman (1959). Following the work of Herzberg et.al (1959), researchers (Arvey, 1998, Dinham & Scoot, 1998) have studied job satisfaction as a notion with two diverse aspects, they are 'intrinsic' and 'extrinsic' job satisfaction. These two concepts are discussed below:

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

In educational settings, researchers (Bogler, 2001; Dinham & Scoot, 1998; Ostroff, 1992) found that leaders' behavior has influence on teachers' job satisfaction. Positive characteristics of principal's leadership affecting job satisfaction and motivation of teachers (Bogler, 2001; Rosemiller, 1992). Bogler (2001) found impact of transformational leadership of principal on teacher job satisfaction. Furthermore, it was determined that job satisfaction of teachers was highly correlated with the transformational leadership qualities exhibited by the principal. Nguni et al. (2006) also examined the effects of transformational leadership style of the school principal and job satisfaction among teachers in the developing country of Tanzania and discovered that transformational leadership characteristics of the principal do indeed positively affect job satisfaction levels of teachers. Similarly, Korkmaz (2007) examined several school variables from a sample of high school teachers in Turkey. The results from this study indicated that teachers who perceived their principal as a transformational leader experienced higher levels of job satisfaction. Apart from this teacher educators are responsible to provide the totality of experience which contribute to the preparation of a student for teaching profession, so the particular interest of the present study was to explore the job satisfaction of teacher educators ; more specially the extent to which intrinsic and extrinsic component of job satisfaction contribute to their transformational leadership.

## **1.6 Transformational Leadership: The Needed Components in Teacher**

### **Education Program**

The present study intended to examine the transformational leadership of teacher educators. In teacher development, Pre-service is the first step in the ladder of developing professionalism in teachers that is, in turn, dependent on the professional preparation of teachers through well designed teacher education

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

The idea of teacher-leadership has come into importance in the educational literature primarily within the last two decades (Little, 2003). Crowther's (1997) study of teacher-led in a socially disadvantaged setting. Crowther's study indicated that his teacher-leader subjects displayed leadership qualities that are broadly transformational in nature. A review of other attempts to define teacher leadership also indicates an affinity with transformational leadership. Thus, Silva and co-authors' (2000) description of teacher-leaders as nurturers of relationships, models

of professional growth, encouragers of change, and challengers of the status quo, reflects the spirit of the transformational leadership concept. Similarly, the teacher-leader qualities emphasized by Darling-Hammond *et al.* (1995) such as openness to new ways of doing things and the modelling of learning reflect aspects of transformational leadership. Furthermore, the mentoring, coaching and developmental aspects of Berry and Ginsburg's (1990) view of teacher-leaders are totally consistent with the transformational leadership notion. A quality teacher is effective in realizing the goals of education. Therefore, the effectiveness of teaching is undoubtedly correlated with his/her Leadership competency. Elazier & strohschen (2009) argued that educators in their professional practice are called upon to perform a balancing act between transformational and transactional leadership. Substantive progress towards transformation is achieved through applying high quality knowledge, skills, and delivery of education programme that are contextualised to the needs and resources at hand. So competence in transformational leadership can lead to more productive, self-enhancing and fulfilling outcomes.

It is clear that leadership quality has to be nurtured among student teachers in the pre service teacher education program. According to Sherrill (1999), universities may be quick to include competencies that support the concept of teacher leadership, but they do not necessarily develop programs of study that will prepare teachers to be leaders or to undertake a more active role in true school reforms. This transformational leadership can be inculcated only when teacher educators are having transformational leadership. What is needed is a comprehensive and enduring arrangement for the leadership development of teacher educators and enhancement of the status of education as a discipline. In order to develop novice teacher as a transformational leader, the teacher educator must be a passionate

transformational leader. It is the high time to focus on the transformational leadership in teacher education system. The Transformational Leadership of Teacher Educators is explained below.

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

Transformational leadership construct contains four components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as in the line of Bass (1990b). As in the same line present study took the transformational leadership construct of teacher educators contains four components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

### **1.6.1. Components of Transformational Leadership of Teacher Educators**

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

#### **Idealized Influence**

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

#### **Inspirational Motivation**

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

#### **Intellectual Stimulation**

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

#### **Individualized Consideration**


The teacher educator coaches and mentor, provide continuous feedback and link student teachers attain to educational mission. Individual consideration is a measure of the extent to which the teacher educator's care about the individual student's concerns and professional developmental needs.

The following table 1.2 describes the sub components of transformational leadership of teacher educators in their professional context.



Table.1.2

### Characteristics of Transformational Leadership of Teacher Educators



<b>Idealised Influence</b>	<b>Inspirational Motivation</b>	<b>Intellectual Stimulation</b>	<b>Individualised Consideration</b>
<ul style="list-style-type: none"> <li>• Build relationship with student based on trust and respect.</li> <li>• Model effective instruction to meet the needs of diverse learners.</li> <li>• Student community are proud to be associated with the Teachers.</li> <li>• Facilitate professional development experiences related to effective teaching practices.</li> <li>• Consistency in ones' dealing with student community and consistency in ones' living the core values.</li> <li>• Maintain self-balance and control and calm in challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Good in sharing the vision,mission, purpose and goal of the higher education with the student community</li> <li>• Able to convince his/her Student that hard work alone is the main instrument for growth in future</li> <li>• Provide a holistic picture of the different tasks of teacher educational practices instead of giving a fixed set of responsibilities.</li> <li>• Emphasis the need for contributing more towards the productive class/ college</li> </ul>	<ul style="list-style-type: none"> <li>• Make his/her student teachers think about their tasks in an analytical way.</li> <li>• Provide space to work independently and hand-holds when necessary.</li> <li>• Enable student teachers to make decision, within a frame work, on they get their work done.</li> <li>• Give space to work independently and helping when necessary.</li> <li>• Encourage followers the ability to risk taking</li> <li>• Discuss and stimulate his/her</li> </ul>	<ul style="list-style-type: none"> <li>• Development of feeling among each person like, the teacher is there by my side when I need his/her help.</li> <li>• Identify the potentials of each student teacher, stresses him/her frequently, and helps him/her to use potentials.</li> <li>• Treat each of the students as individuals with different needs, abilities, and aspirations rather than a collective group.</li> <li>• Acting as coaches or mentor to assist student</li> </ul>

<p>situation.</p> <ul style="list-style-type: none"> <li>• Led the team from the front by personally putting more efforts than the student teachers.</li> <li>• Put the professional interest ahead of personal interest.</li> <li>• Ready to accept failure rather than blame on his/her students.</li> <li>• Demonstrate appropriate subject matter content.</li> <li>• Demonstrate appropriate and accurate professional content in the teaching field.</li> <li>• Display unanimous justice irrespective of rank and file of student teachers.</li> <li>• Develop a “we” feeling in college/ class atmosphere; this eventually led to believe that we can contribute more towards the total development as a team.</li> <li>• Behave in an enthusiastic, passionate and energetic way.</li> <li>• Do not lose his/her balance in the face of challenges.</li> </ul>	<p>atmosphere as a team.</p> <ul style="list-style-type: none"> <li>• Provide examples of work for other members copy.</li> <li>• Encourage student teachers to evaluate their practices and refine them as needed.</li> <li>• Induce student teachers hard work alone is the main instrument for professional growth</li> <li>• Delegate students group for various tasks but keep a constant check.</li> <li>• Do not expose students, or make scapegoats out of them for non-performance.</li> <li>• Inculcate a sense of belonging / loyalty to the institution.</li> <li>• Motivate student teachers to challenge traditional norms, which are productive.</li> <li>• Inspiring student teachers to communicate and engagement in shared vision of change.</li> </ul>	<p>students to consider ways to improve their performance.</p> <ul style="list-style-type: none"> <li>• Encourage student teachers to concentrate on higher education mission, and not on short-term individual performance targets.</li> <li>• Ask questions that make the students think reflectively.</li> <li>• Give intellectual freedom to students what to do.</li> <li>• Encourage his/her student teacher community to take personal responsibilities for solving issues.</li> <li>• Encourage student teachers to ask question and make critical argument during teaching learning process.</li> <li>• Demonstrate and promote critical thinking and problem solving among student teachers.</li> <li>• Revise teaching style to incorporate current research</li> </ul>	<p>teachers in becoming fully actualized.</p> <ul style="list-style-type: none"> <li>• Help student adjust with up with personal and developmental challenges.</li> <li>• Empathy and support.</li> <li>• Approachable to student teachers.</li> <li>• Keep communication open.</li> <li>• Respects and celebrate each individual contribution towards making a team.</li> <li>• Mentor student teachers, and novice teacher educators.</li> <li>• Individual attention in scholastic and co-scholastic activates.</li> <li>• Accesses each student teacher personally and provides feedbacks.</li> <li>• Proper care for Students according to their circumstances and family backgrounds.</li> </ul>
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<ul style="list-style-type: none"> <li>• Are not afraid of taking risk to achieve mission of higher education.</li> <li>• Ability to set a vision about education.</li> <li>• Loyalty and commitment to teaching profession.</li> <li>• Symbol and sign of success and accomplishment in teaching profession.</li> <li>• Ability and good judgement in solving class room problems.</li> <li>• Impressive and charming personality.</li> <li>• Demonstrate an empowering attitude.</li> <li>• Talk on various subject without problem and has advice for everyone.</li> <li>• Acting as strong role model.</li> <li>• Subject competency and teaching competency.</li> <li>• High Standards of moral and ethical Conduct.</li> <li>• Making to follow the shared</li> </ul>	<ul style="list-style-type: none"> <li>• Using symbols and emotional appeals to student teachers to achieve more than self-interest.</li> <li>• Get student teachers excited about new avenues of thinking</li> <li>• Articulate shared vision of education in an appealing manner</li> <li>• Challenge students with high standard of in their work.</li> <li>• Communicate optimism about future goal.</li> <li>• Provide meaning for scholastic and co scholastic activities.</li> <li>• Develop a strong sense of purpose in teaching profession.</li> <li>• Motivate to invest more effort in teaching skill development.</li> <li>• Help students believe in their own ability.</li> <li>• Good communicator.</li> </ul>	<p>and/or best practices</p> <ul style="list-style-type: none"> <li>• Model reflective practice to foster student teachers reflection</li> <li>• Develop metacognitive ability of students.</li> <li>• Figure out better ways to execute their learning process to get rational output.</li> <li>• Adopt a constructive method of teaching.</li> <li>• Show interest in experimentation.</li> <li>• Help them to learn from various situations.</li> <li>• Motivate them to challenge mediocrity.</li> <li>• Organize workshops, seminars, brainstorming session, buzz session etc.</li> <li>• Promote them to receptive to changes in the globalized world.</li> <li>• Stimulating student teachers to be creative and innovative.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing students by their name.</li> <li>• Listening carefully and attending the needs of each student teacher.</li> <li>• Acting as coach or mentor to assist student teachers in becoming fully actualized</li> <li>• Helping student teachers grow through personal challenges</li> <li>• The degree to which the teacher educator caters each student teachers needs</li> <li>• Empathy to student teachers needs and issues.</li> <li>• Places challenges before each student teachers</li> <li>• Respect and celebrate each individual contribution towards making a team.</li> <li>• In the beginning of the session, mould them to the teacher education programme.</li> </ul>
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<p>vision of education.</p> <ul style="list-style-type: none"> <li>• Committed to Teaching Profession.</li> <li>• Good relationship with colleagues and authorities.</li> <li>• Modelling best practices of education/method / approach of teaching.</li> <li>• Consider all students equally.</li> <li>• Create a productive teaching professional culture in college.</li> <li>• Good relationship with colleagues and authorities.</li> <li>• Modelling best practices of educational values</li> <li>• Impartiality- Consider all student teachers are equalled irrespective to their colour, cast, religion and social status.</li> <li>• Willingness to be assessed by Student Teachers.</li> <li>• Taking full responsibility of one's words and actions.</li> <li>• High Academic Accountability.</li> <li>• High standard and trustworthiness</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate use of reinforcers.</li> <li>• Facilitator and Coordinator.</li> <li>• Encourage Initiatives in various activities.</li> <li>• Delegate student for various assignments and activities</li> <li>• Motivate student teachers to follow prescribed standard in their activities.</li> <li>• Develop a friendly and creative atmosphere in the classroom.</li> <li>• Communicate optimism about future.</li> <li>• Inspiring student teachers to communicate and engagement in shared vision.</li> <li>• Using symbols and emotional appeals to student teachers to achieve more than self-interest.</li> <li>• Articulate a vision that is appealing and inspiring to student teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop innovative ways of dealing with various issues.</li> <li>• Help them to challenges established assumption</li> <li>• Take risk and solicits student teachers' idea</li> <li>• Nature and develop student teachers to think independently.</li> <li>• Encourage student teachers to see unexpected situations as opportunities to learn.</li> <li>• Think deeply about things and encourage student teachers ability to thing.</li> <li>• Figure out better ways to execute their tasks</li> <li>• Adopt a versatile method of teacher training.</li> <li>• A good reader of journals and magazines of education and general books.</li> <li>• Tech savvy.</li> <li>• Teacher Educator is a lifelong learner</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing student teachers by their name</li> <li>• Encourage students to excel in their independent work.</li> <li>• Solve learning related problems of students.</li> <li>• Rectifying students' errors positively.</li> <li>• Motivate to follow higher standards in their Assignments and Project work.</li> <li>• Correcting their errors personally.</li> <li>• Guidance and counselling student Teacher.</li> <li>• Maintain student teachers anecdotal and cumulative Record.</li> <li>• Assess each student teachers strength and weakness.</li> <li>• Involve student teachers in the decision making.</li> <li>• Pay personal attention to student Teachers in a way</li> </ul>
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<p>in examination and evaluation procedure.</p> <ul style="list-style-type: none"> <li>• Punctuality in attendance.</li> <li>• Reliable and trustworthy to students.</li> <li>• Instil pride, gain respect and trust.</li> <li>• Share the credit of success to students ;never tried to take credit for anything</li> <li>• Develop an atmosphere of caring and trust among student teachers.</li> <li>• Deep subject knowledge of the profession, especially of the practical implications of various tasks.</li> <li>• Instilling pride among students to be associated with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge student teachers with high standard in performing various tasks.</li> <li>• Motivate to invest more effort in student teachers task.</li> <li>• Make them believe in their teaching skill and potentials.</li> <li>• Modelling best practices of teaching profession.</li> <li>• Develop a friendly and creative atmosphere in the classroom.</li> <li>• Motivate student teachers to follow prescribed standard in their activities.</li> <li>• Tell students that you expect them to achieve higher level of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Access the splendid power of mind.</li> <li>• Research oriented.</li> <li>• Develop Inquisitiveness of student Teacher</li> <li>• High standard and parameters in their Assignments and Project work.</li> <li>• Help them to learn from various situations.</li> <li>• Motivate them to challenge mediocrity.</li> <li>• Help them to practice professional practice such as presenting papers in seminars and Publishing research papers etc.</li> <li>• Encourage student teachers to read professional magazines and journals.</li> <li>• Quality consciousness</li> <li>• Challenge students to come up with innovative ideas, while performing various tasks.</li> </ul>	<p>that engages them and generate trust and commitment.</p> <ul style="list-style-type: none"> <li>• Provide proper feedback for their development.</li> <li>• Accessible to Student Teachers.</li> <li>• Empathetic to the needs and situations of student teachers.</li> <li>• Consider students as individual, rather than a collective group.</li> <li>• Ready to sit with concerned student to understand the problem he/she is facing in the accomplishment of the tasks.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Enable student teachers to challenge the conventional belief which are counterproductive in nature.</li> <li>• Interest in experimentation</li> <li>• Providing opportunities for the development of inquisitiveness in students;</li> <li>• Providing opportunities for exceptionally good students to develop their talents.</li> <li>• Promote their creativity through various activities.</li> <li>• Promote them to receptive to changes in the globalized world</li> </ul>	
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The transformational leadership characteristic of teacher educators are expected to influence student teachers and thus they in turn become transformational leaders with charisma, high achievement motivation, intellectual efficiency and empathetic and value driven. Thus with this imbibed qualities they face the challenges of the present day world and can influence their society more productively and positively.

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills, and values. They are accepted as the backbone of the education system. To make transformative change in society, teachers must be transformative teacher leaders. To generate better results, teacher leaders have to become transformation leaders—building and deploying specific capabilities to continually oversee and implement transformations. Teacher transformational leadership development should begin in pre service period. This leadership quality has to be nurtured and promoted during in-service training also. So the concern is for the quality improvement of the entire system of education. Teacher education is no longer a training process but an educational strategy for enabling teacher not only to teach successfully, but also to inspire, intellectually stimulate the student teachers with character, commitment and compassion. NCTE (1998) has pointed out that teacher education program shall focus on competencies and commitment in transformation in teacher preparation strategies as well as behavioral challenges in, pupils under their charge. The transformational leadership of teacher educators is an important rejuvenating factor for teacher education system, which in turn rejuvenates entire social system. Thus, what has been promised in NCFTE (2009) will translate into reality and prepare humanistic, reflective and transformative teachers.

## **1.7 Research Context**

The present study was conducted in the colleges of teacher education (B.Ed. stream) in the State of Kerala. This state has many laurels in its stake; it is the highest literate state in India; 93.91 % ( Census India, 2011) and a hub of modern education. The state has the highest Human Development Index (HDI); 0.790 in the country according to the Human Development Report (2011). It also has the highest life expectancy; 77 years and the highest sex ratio; 1,084 women per 1000 men. The state topped the Education Development Index (EDI) among 21 major states in India in the year 2006–2007 Kumar (2008). It is also the first State to fulfill the constitutional mandate of providing universal, free, primary education to all the children up to the age of fourteen years. The society attaches so much importance to education that the school in Kerala is really the nucleus of the social microcosm. Kerala has a rich and glorious past in culture and education. Traditional education was individualistic and was imparted in the teacher's home or in small academies. Kerala has always been able to maintain the lead it had established long back in the field of education till today. Better education kindles the aspirations of the people and the main concern is on how to improve the quality of education.

Like other states in the country, the state of Kerala has inherited the education system from the British and has made significant changes in it in the past 65 years. The educational achievement of the state is the prime factor behind its present well-being and the “Kerala Model of Development”, which is highly lauded. It is a fact that the State is far ahead of the national objectives in the primary and secondary education and is striving for attaining international standards in higher education, technical education and research ([www.keralagovt.in](http://www.keralagovt.in)). The political map of the State of Kerala is shown below.



Figure: 1.2 Political Map of the State of Kerala



(Source: <http://www.probharat.com/india/states/maps/kerala-political-map.php>)

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

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

**1. Government colleges:** The Government Colleges are under the complete control of the government. The appointment of staff, Payments, etc. is made by the government. Only nominal fee is collected from the students.

**2. Aided Colleges:** These colleges are managed by Private agencies in which the management subject to the government and University does staff recruitment. The Government makes payments to the staff. A nominal fee is collected from student.

**3. Unaided Colleges:** Private Individuals / agencies, manage these colleges, which are approved by NCTE and private management makes staff recruitment. There are no strict rule and regulation for payments of salary and service benefits.

**4. University Colleges of Teacher Education (UCsTE):** The concerned universities established UCsTE as self-financing in nature. Appointment of staff, payment is done by the university. The nature of appointment is on teacher educators is on contract basis, which means a minimum salary is given to teachers on monthly basis. There is no guarantee to extend the contract next academic year.

There are 4 Government College of Teacher Education; one among them is Institute of Advanced Studies in Education (IASE), 17 aided colleges, 149 unaided B.Ed. colleges and 35 University colleges of Teacher education (UCsTE) are under the jurisdiction of these Universities. The basic qualification for getting admission in all these colleges is graduation with 50% marks. The following table 1.3 shows number of B.Ed. Colleges in the State of Kerala affiliated to various universities.

**Table.1.3****Number of College of Teacher Education (B.Ed. Stream) in the State of Kerala Affiliated to Various Universities**

<b>Sr. No.</b>	<b>University</b>	<b>Number of Affiliated CTC</b>
1.	University of Kerala, Thiruvananthapuram	61
2.	Mahatma Gandhi University, Kottayam	52
3.	University of Calicut, Thenippalam	76
4.	Kannur University , Kannur	16
	<b>Total</b>	<b>205</b>

Sources: [www.keralauniversity.org](http://www.keralauniversity.org); [www.mgu.ac.in](http://www.mgu.ac.in); [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in); [www.universityofcalicut](http://www.universityofcalicut); [www.e-grantz.kerala.gov.in/ViewInstitution.aspx?courseid=79.B.Ed](http://www.e-grantz.kerala.gov.in/ViewInstitution.aspx?courseid=79.B.Ed)).

All the B.Ed. colleges in Kerala are affiliated with the above universities according to the jurisdiction. All the universities have autonomy to design the curriculum and conduct the examinations whereas the colleges of teacher education under the specific university have to follow the curriculum and other rules and regulation.

**1.8 Rationale of the Study**

Developments and changes in teacher education and school education mutually reinforce the concerns necessary for the quality improvement of the entire system of education. Researches (Darling-Hammond & Mc Laughlin 1995; Silva et.al 2000) support that teachers are assuming leadership roles. Developing teacher leaders requires; defining their responsibilities, providing continuous professional development and acknowledging their role in improving school and student performance. Transformational leadership has been demonstrated as an effective leadership style in Educational scenario (Leithwood& Jantzi, 1999).

Transformational leadership is the ability to restructure a school through developing a shared vision, distributing leadership, and empowering teachers and students to positively change academically while building a school climate that will promote successful academic improvement. Transformational leadership construct contains four components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Gronn, 1996). Teacher leaders have to imbibe these qualities and become transformation leaders in the pre service. Thus, the transformational leadership of teacher educators is an important revitalizing factor of the teacher education system, which in turn rejuvenates educational system. The transformational teacher educator articulates with a realistic vision of education in general and teacher education in specific and share it to student teachers , stimulate them intellectually, motivate them to put best effort of professional shape the student teachers to become professionally committed, competent and compassionate preparation by giving due attention to individual differences. Teacher education programme greatly require transformational teacher educators, whose everlasting impressions and influences.

Teacher educators are trying level best to impart modern training of student teachers, to mold them to educational leader. According to NCFTE (2009), the quality of training, skill development, capacity building, innovativeness, and professionalism teachers is in a question. NKC (2008) suggested there should be greater flexibility in the modalities of teacher training. Therefore, development of a training model of teacher leadership is rightly essential. The renewed interest in the development of, transformational leadership to take up new approach in student teachers emphasize on the integrated approach. The developments of transformational leadership will optimize the use of the training; generate awareness and think in this direction (Bass,

1995). If the transformational leadership is to impart on student teachers, the teacher educators have to possess transformational leadership skills. Verma (1973) found the teacher-training program was a catalyst of change in the professional attitude of student teachers. The review of the related studies revealed that very few studies are conducted in leadership in teacher education and more over research studies on the competencies of teacher educators, and the task responsibility area of teacher educators are not found much in the literature. Thus, it is important to study transformational leadership of Teacher educators. There are a lot of researches (Amoroso, 2002; Nguni, 2005) on impact of transformational leadership of leadership position on job satisfaction of their followers in educational setting. But the researcher has not come across any studies in the area of transformational leadership and job satisfaction in teacher education context.

Colleges of teacher education have prime responsibility for professional development of teachers. Transformational leadership of teacher education is vital for professional preparation of student teachers. Researches have revealed that accountability, commitment and compassion of teacher educators accelerate the tone of teacher education program. Now, it is essential to study transformational leadership of teacher educators, as they perceive and to study the perception of student teachers on the transformational leadership of teacher educators. Such insights provide the base to understand the perception of stakeholders and redesign the professional context of teacher education at all levels. Thus this research is designed as a survey one for studying the transformational leadership among teacher educators in their professional context based on the perspectives of both teacher educators and student teachers .in addition the study is also focused on the influence of job satisfaction of teacher educators on their transformational leadership.

The study was conducted in the State of Kerala, which is credited for much advancement in educational and social scenarios. Many of good professional practices are implemented in the teacher education field of Kerala State. This study was delimited to B.Ed. colleges, which are under the jurisdiction of University of Kerala and Mahatma Gandhi University. University of Kerala and Mahatma Gandhi Universities are the prominent Universities in The state of Kerala. The areas of the jurisdiction of both universities are the most developed areas of Kerala in all fronts. University of Kerala is situated in the capital of Kerala, Thiruvananthapuram whereas Mahatma Gandhi University is situated in Kottayam, which was the first district having cent percent literacy in India. Kottayam is known as the land of letters, because majority of Malayalam newspapers and magazines were firstly published from here. The University of Kerala formerly the University of Travancore; it was established in 1937, long before the birth of the state of Kerala in India. During the formation of the state of Kerala in 1957, University of Travancore became the University of Kerala. It was the sixteenth universities to be set up in India. Majority of universities in Kerala were formed by the bifurcation of this University. The University Grants Commission has identified the university as one of the 26 institutions selected for promotion of India Studies by foreign students. Mahatma Gandhi University has been accredited (B+) by the National Assessment and Accreditation Council, India. Mahatma Gandhi University, has been ranked 28th in the India Today-Nielsen survey (2012) of India's Top-50 Universities. Mahatma Gandhi University is one of the earliest among the universities in Kerala to move towards a degree of financial sustainability by starting in a big way self-financing departments that, while answering the need of the society for quality education in the professional sector, would also take the University out of the crisis that it had found itself in the context of the state's severe resource crunch. The M.G University had pioneered the Colleges of Teacher Education (UCsTE) in self-financing sector.

This study opens vistas of thinking about transformational leadership parameter shift in Teacher Education. The results of the present study provide management of Colleges of teacher education, policy makers, and ministry of education to a new insight into transformational leadership in education and modify the approach of curriculum Transaction and training in colleges of teacher education. Therefore, the present study was conducted with the following research questions in mind and to explore the answers.

### **1.9 Research Questions**

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

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

By keeping the above research questions in mind, the researcher has formulated the research problem as follows.

### **1.10 Statement of the Problem**

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

### **1.11 Objectives of the Study**

1. To study the transformational leadership of teacher educators with respect to gender, academic qualifications, designations, teaching experience and type of management in which they work.
2. To study the transformational leadership of teacher educators as perceived by the student teachers with respect to gender, age, academic background and type of management in which they are pursuing the course.
3. To compare the transformational leadership of teacher educators as perceived by the teacher educators and the student teachers.
4. To study the relationship between the job satisfaction of teacher educators and their transformational leadership behaviour.

### **1.12 Explanation of the Terms**

#### **1.12.1 Transformational Leadership**

Transformational leadership refers to the leadership behaviour 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.



### **1.12.2 Job Satisfaction**

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

### **1.12.3 Teacher Educators**

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

### **1.13 Delimitation of the Study**

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

### **1.14 Organization of Chapters**

The present research is intended to study the transformational leadership of teacher educators in the state of Kerala. Chapter one, Introduction gives conceptual frame work of the study. It introduces the problem statement, the research questions, rationale of the study, objectives and delimitation of the study. Chapter two, review of related literature presents a literature review relating to research objectives. It covers studies related to teacher education, transformational leadership in education, job satisfaction of teachers/teacher educators and transformational leadership and job satisfaction.

In Chapter three, the research methods and procedures employed in the present study are discussed. This focuses the population of the study, sampling procedure, research tool development, validity of tools, data collection procedure and data analysis methods are elaborated on.

Chapter four, data analysis and interpretation deals with the various themes cutting across the objective of the study. This chapter is divided into four sessions. In the first session, the results of teacher educators' perceived transformational leadership are elaborated. In second section deals with the result to the response on the perception of student teachers on the transformational leadership of teacher educators are presented. In the third session shows the results comparison of teacher educators' transformational leadership perceived by teacher educators and student teachers. The results the relationship between the job satisfaction of teacher educators and their transformational leadership are presented in the fourth session of this chapter.

Chapter five, summary and conclusion is the summary in which the main findings are discussed in the light of guiding research question and the literature review. The chapters made recommendation for the improvement of the practices of transformational leadership of teacher educators. The chapter also suggests areas for further research. Finally, there is the section with bibliography and appendix, which includes the tools, permission letter, published articles and course work certificates.

To study transformational leadership in education, specifically in teacher education, the researcher has reviewed literature to get the outline of theory of transformational leadership, research design, and method used for earlier research work. The detailed description of the reviewed literature is presented in the following chapter.