



An Investigation on the Transformational Leadership of Teacher Educands in the Present Educational Scenario

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ABSTRACT

The role of teachers in democratic system of education is very crucial. Effective teachers are transformational leaders and transformational leadership is the most desired and effective leadership style. Transformational leaders inspire great loyalty and trust in their followers. They have high expectations, and they inspire their people to reach their goals. This study deals with the transformational leadership of teacher educands in the present educational scenario. The sample of the present study includes 370 teacher educands from Ernakulam and Idukki districts of Kerala. Findings of the study reveals the necessity for providing maximum opportunities to display the transformational leadership qualities of teacher educands during their pre- service training period.

KEYWORDS

Introduction

Education is the back bone of any progressive nation. Teachers often known as social engineers occupy a pivotal position in the system of education. It is on the quality of the teacher that a country depends for excellence in all walks of life. Education is the most powerful instrument for social, political and economic development of a country. Success of educational process to a great extent depends on the character, ability and personality of the teacher. In this context, the present study deals with the Transformational Leadership of teacher educands in the educational scenario of Kerala.

Need and significance of the study

The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students and help them to march forward to establish a new social structure. The concept of the teacher as classroom leader is logical and apparent. Richmond and Mc Croskey (1992) formulated the classroom as an organization aiming for learning and sharing interdependent relationships. Thus teacher's role as the leader is clear. Facilitating learning, managing conflict, disseminating information, allocating resources, empowering learners, motivating students, and aiming for high marks in student satisfaction are all analogous to basic principles of leadership contextualized in organizational settings.

Traditional approaches to leadership focus on the transactional nature of leadership and the power dimensions. But nowadays, the attention is focused on transformational leadership. Transactional leaders are those leaders who influence followers by "setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments" (Eden et al.,2002). Transformational leaders, on the other hand, are leaders who yield influence additionally by "broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement" (Eden et al.,2002).Transformational leadership offers more of a team approach and focuses on empowering followers, or in the instructional context, students. The transformational leader is able to develop extensive personal rapport and influence among followers by treating them with respect, trusting them, showing confidence in them, and viewing them as individuals (Avolio et al., 1991).

Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Effective teachers are transformational leaders and transformational leadership is the most desired and effective leadership style. But, it seems Transformational Leadership is usually neglected in teacher education which is definitely a drawback. Hence this study aims at finding out the Transformational Leadership of teacher educands is relevant and significant.

Objectives of the study

1. To find out the existing level of Transformational Leadership of teacher educands for the whole sample
2. To compare the mean scores of Transformational Leadership of teacher educands based on their locality and type of institution.

Methodology

The sample of the present study consists of 370 teacher educands from Ernakulam and Idukki districts in Kerala. The selection was done with stratified random sampling technique. Data was collected using survey method. The tool used for the study was a Transformational Leadership Scale developed and standardised by the investigators.

Analysis

1.Analysis of scores on existing level of transformational Leadership of teacher educands for the whole sample

To find the existing level of Transformational Leadership of teacher educands, they were divided in to three categories based on their mean (μ) and standard deviation (σ). Those students whose scores were greater than ($\mu+\sigma$) were classified as high group where as students whose scores were less than ($\mu-\sigma$) were classified as low group. Those students whose scores were found to be in between ($\mu+\sigma$) and ($\mu-\sigma$) were classified as average category. Based on this criteria, the teacher educands whose score were above 193 were classified under high group. Teacher educands whose transformational leadership scores were in between 168 and 193 were classified as average category. The criteria for classifying the teacher educands under low level of transformational leadership is that their scores are below 168. The number and percentage distribution of teacher educands belonging to different levels is shown below.

1..Percentage distribution based on Transformational Leadership of teacher educands for the whole sample.

Table 1
Percentage distribution based on Transformational Leadership of teacher educands for the whole sample

Levels of Transformational Leadership	N	%
High	83	22.43
Medium	218	58.91
Low	69	18.64

The maximum score of the test was 230. Table 1 shows the percentage distribution of the whole sample based on Transformational Leadership of teacher educands. It shows that 22.43 % of the teacher educands under study have high level of Transformational Leadership, 58.91% have medium level of Transformational Leadership and 18.64 % have a low level of Transformational Leadership . It is clear from the table that more number of students came under average category of transformational leadership.

2.Comparison of the mean scores of Transformational Leadership of teacher educands based on their Locality

The teacher educands belonging to urban are rural area were compared for their mean scores on Transformational Leadership. The details are given in table 2

Table 2
Comparison of the mean scores of Transformational Leadership of teacher educands based on their Locality

Variable	Locale	N	M	SD	C.R
Transformational Leadership	Urban	200	181.78	12.83	3.472**
	Rural	170	179.27	12.13	

**p<0.01

Table 2 shows the comparison of mean scores of transformational leadership of teacher educands from urban and rural areas. The maximum score of the test was 230. From table 2, it is clear that the average score of Transformational Leadership of teacher educands from urban areas is 181.78 and that from rural areas is 179.272. The observed critical ratio is 3.472. Since the critical ratio is greater than the value needed for significance at .01 level, it is clear that there is significant difference in the mean scores on Transformational Leadership of teacher educands from urban and rural areas. It can be interpreted that the mean scores of Transformational Leadership of teacher educands from urban areas is higher than that of teacher educands from rural areas.

3.Comparison of the mean scores of Transformational Leadership of teacher educands based on their type of institution.

The teacher educands were compared for their mean scores on transformational leadership based on the type of institutions in which they are studying. The details are given in table 3

Table 3
Comparison of the mean scores of Transformational Leadership of teacher educands based on their type of institution.

Type of institution	Mean Scores	Source of Variance	Sum of squares	df	Mean Square	F
UCTE	184.67	Between Groups	2672.29	2	1336.14	5.068*
Aided	186.73					
Self- financing	174.68					
		Within Groups	55405.32	367	151.3807	
		Total	58077.61	369		

*p<0.05

Table 3 shows the comparison of mean scores of Transformational Leadership of teacher educands based on type of institution they are studying. From the table 3, we obtain that the average score of Transformational Leadership of teacher educands from university centres as 184.679, from aided colleges as 186.73and that from self financing colleges as 174.68. F value is obtained as 5.068 which makes it clear that there is significant difference in the mean value of Transformational Leadership of teacher educands based on type of institutions(F=5.068, p<0.05). Since the mean value is high for teacher educands from aided colleges, it may be interpreted that the mean scores of Transformational Leadership of teacher educands of aided colleges is higher than that of teacher educands from university centres and self- financing colleges.

Conclusions and implications

The study found that transformational leadership of most of the teacher educands surveyed is only at an average level. Teachers occupy key role in any educational reconstruction. Effective leadership of teachers is widely accepted as being a key constituent in achieving school improvement. Excellent teachers can assume leadership roles that enable them to expand their impact beyond their own classrooms by helping peers. An effective transformational leader is not the one who influences student achievement and outcomes, but the one who influences the entire organization. Transformational leadership styles of teachers can definitely improve the academic outcomes and overall performance of the educational institution. The present study revealed that in the present educational context, the number of teacher educands who possess a high level of transformational leadership is very low. This finding needs serious concern of teacher educators, administrators and experts related to education. Teacher educands should be provided with maximum opportunities to display their leadership qualities during the pre- service period. Teacher educands belonging to both rural and urban areas should be provided ample opportunities for leadership training at national and international level. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Hence transformational leadership is vital in the present century.

References

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