

Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

## Monthly Multidisciplinary Research Journal

# *Golden Research Thoughts*

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**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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## A STUDY OF THE PERCEPTIONS OF TEACHER EDUCATORS OF VARIOUS B.ED. COLLEGES IN MUMBAI ABOUT TRANSFORMATIONAL LEADERSHIP SKILLS OF THEIR PRINCIPALS

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### Abstract:

*Higher education system needs to be overhauled with quantitative expansion of Higher education. The quality has deteriorated and it is the job of all the Principals and teachers in Higher Education to see that it is overhauled so as to bring in qualitative improvement. All this cannot be done by few persons. The Principals should be motivating the teachers to work towards the vision for excellence and the teachers in turn should be motivating the students. For this, mere leadership on part of the Principals is not enough. The Principal has to be a Transformational leader who can create teachers and students with similar leadership qualities. Transformational leadership is all about changing the mindset of all concerned and motivate them to do new and different things which have been not done hither to. The present paper is an attempt to find out the extent to which the Principals in various B.Ed. colleges in Mumbai have such Transformational leadership skills.*

*The goal of transformational leadership is to “transform” people and organizations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building.”*

–Steven Covey,  
Author of 7 Habits of Highly Successful People

### KEY WORDS:

Higher Education, Teachers, Educators, People.

### INTRODUCTION

### OBJECTIVES

To study the perceptions of teacher educators about the transformational leadership skills of their principals based on the following dimensions

Goal setting (GS)

Providing Feedback (PF)  
Painting a Vision (PV)  
Career and Skill Development (CS)  
Intellectual Stimulation (IS)  
Performance Monitoring and Control (PMC)  
Treating People as Individuals (TPI)

### RESEARCH QUESTIONS

What is the perception of teacher educators about the transformational leadership skills of their principles on the following dimensions?

Goal setting (GS)  
Providing Feedback (PF)  
Painting a Vision (PV)  
Career and Skill Development (CS)  
Intellectual Stimulation (IS)  
Performance Monitoring and Control (PMC)  
Treating People as Individuals (TPI)

### SAMPLE FOR THE STUDY

30 teacher educators from five different teacher education institutions of Central Mumbai

### Tool

Transformational leadership inventory

Beverly Alimo Metcalfe & Robert J. Alban Metcalfe (2007)

Reliability of the tool is 0.83

Operational definitions of different dimensions

#### Goal setting

The ability to organise resources to achieve goals ,persevere towards goals despite problems, achieve them by setting clear objectives and define strategies for the team

#### Providing Feedback

The ability to ask questions to clarify what people are saying, provide timely feedback on the progress of work and assignments and able to influence people outside their direct control by answering questions specifically to the point

#### Painting a Vision

The ability to create a clear vision of the future by inspiring confidence in the value of one's argument and setting an enviable example by demonstrating high standards and motivating the team

#### Career and Skill Development

The ability to treat mistakes as an opportunity for learning and discussing people's career aspirations with them to encourage self development planning and using delegation as a development opportunity to support training initiatives and coach their people to build effective team working

**Intellectual Stimulation**

The ability to ask questions to test other's thinking, encourage others to challenge the status quo, re-think their ideas and encourage others to work to their best potential and quickly gain insight into problems

**Performance Monitoring and Control**

The ability to identify problems in initial stages, checks to ensure plans are on course, uses other people's time effectively, reviews individual performance, controls without interfering and understand people's strengths and weaknesses

**Treating People as Individuals**

The ability to treat people as unique individuals and understand their viewpoint, recognize the different capabilities of individuals, build co-operative relationships with immediate colleagues and changes their style and approach according to who they are dealing with.

**RESEARCH DESIGN**

**Descriptive Survey**

**Analysis of Data**

The questionnaire was administered on 30 teacher educators from five different teacher education institutions of Central Mumbai. The mean was calculated for each dimension and the percent mean was calculated. This was tabulated and was graphically represented with the help of bar graphs. Dimension wise analysis for each individual institution was done since the sample from each institution was 6 teacher educators. Below is given the tabulated form of the mean and percent mean of each dimension and also the representation through a bar graph.

Also the competency in various dimensions is given in a tabulated form as well as through bar graphs.

**Table showing percentage mean of different dimensions of different colleges**

Dimensions	Mean	Percent Mean
GS	28.53	76.90
PF	26.77	70.60
PV	28.20	75.71
CS	27.87	74.52
IS	28.03	75.12
PMC	27.30	72.50
TPI	26.87	70.95

This shows that the competency in each dimension is at the substantial level

This shows that the competency in each dimension for the Principals of every college is more or less at the substantial level.

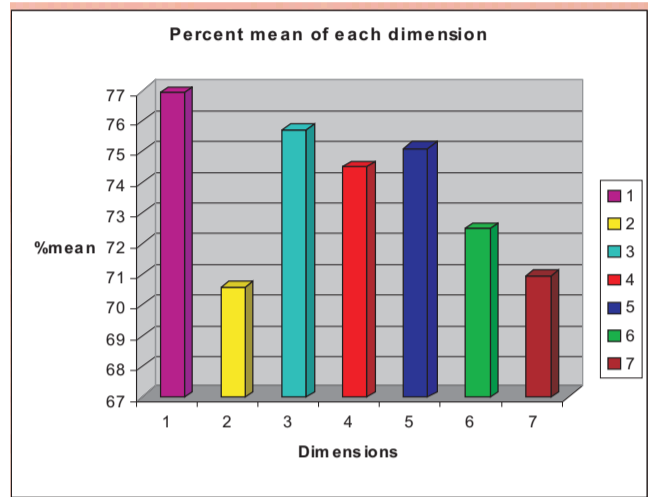
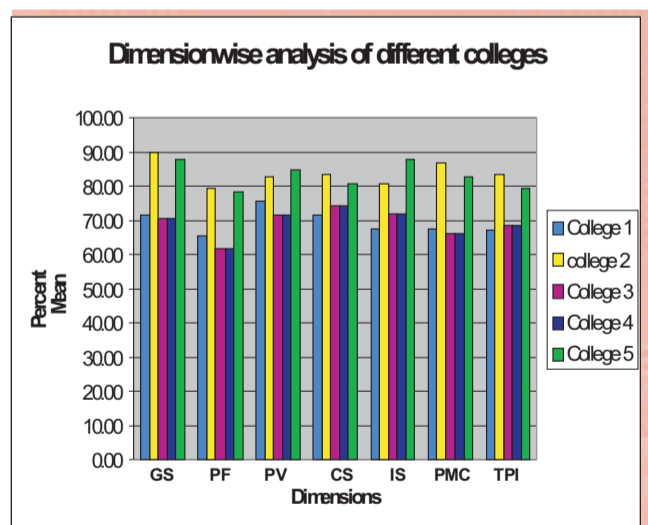


Table showing the competency in various dimensions in individual colleges

College	GS	PF	PV	CS	IS	PMC	TPI
C1	71.43	65.48	75.60	71.43	67.86	67.86	67.26
C2	89.88	79.76	82.74	83.33	80.95	86.90	83.33
C3	70.83	61.90	71.43	74.40	72.02	66.07	68.45
C4	70.83	61.90	71.43	74.40	72.02	66.07	68.45
C5	88.10	78.57	85.12	80.95	88.10	82.74	79.76



This shows that the competency in each dimension for the Principals of every college is more or less at the substantial level

#### FINDINGS AND CONCLUSIONS

The study indicates that the Principals demonstrate almost all the competencies of Transformational leadership as perceived by the teacher educators;  
But then why are our institutions not achieving excellence?;  
The researchers feel that probably many other factors may be responsible for the same;  
Factors like job satisfaction, organisational climate, emotional intelligence, role expectations etc need to be studied as correlates;  
The study leads to the conclusion that leaders and leadership are crucial but complex components of organizations;  
The Principals in general should use this information to improve practice;  
This research seeks to gain attention from future teachers, researchers and administrators to take the study further.

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