

# Transformational leadership in teaching



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BUSTER**

This paper is a discussion of possible data collection and analysis methods that could be used to address an inquiry into the effectiveness of novice teachers who use transformational leadership style to manage their classrooms. It is arranged in the following order. Possible abstract, introductory statement, research aims methodology and techniques, researcher position, theoretical framework, research questions, research design data collection, data analysis and states the significance of the study before finally concluding.

### Abstract

The proposed study is an investigation of the effectiveness of beginner teachers in the area of classroom management using transformational leadership style in Zambia. It will adopt a qualitative method and a narrative inquiry approach premised on the fact that the researchers' intention is to gain understanding, give a description and analysis of the stories/narratives of novice teachers (participants). Qualitative data collection methods will take the form of surveys, observations and in-depth interviews while the analysis will comprise data reduction, data display and drawing conclusions (Miles and Huberman, 1994).

The proposed study intends to use a sample of ten(10) novice teachers in three (3) in three (5) public high schools in Lusaka province during a two (2) months period. It is expected that variability in participants will be maximized by this sample in terms of work area and backgrounds thereby bringing out rich in-depth understanding of beginner teachers experiences in classroom management.

The proposed study will contribute to knowledge in the area of effective ways of managing classrooms not only among novice teachers but in the entire education fraternity by illuminating best practices.

## Introduction

That classroom management is a fundamental concern among pre-service, beginner and practicing teachers, and is a topical issue in professional practice literature, school staff rooms including in the media is undisputed (Mc Cormick, 1997). It is an essential ingredient in the attainment of maximum instructional time which has potential to positively impact the outcomes of learning. The effectiveness of instruction is contingent upon teachers' abilities to manage and organize the behavior of students.

Substantial research suggest that one of the key challenges encountered by novice teachers in achieving the teaching objectives in the classroom is managing order (Cothrane et al',...) “ Novice teachers experience struggles with classroom management that negatively impacts student learning” (Buckman, 2009, p. 5) owing to the detachment between what they learn during training and what they actually experience in practice in line with maintaining order in the classroom. Koki (2000) states that beginning teachers particularly face difficulties in managing their classrooms and often struggle to apportion adequate instructional time as most of their attention is channeled at handling disruptive tendencies and behavior.

It becomes necessary for teachers to work towards consciously organizing and maintaining an enabling learning atmosphere for all learners. Buckman (2009) argues that the process of managing the classroom should be altered

and evaluated depending on the need. As such, the importance of teachers having forceful classroom management skills to enhance nurturing and successfully excel in their professions cannot be over emphasized, a minimal number of teachers are proficient in this domain.

The persistence of beginner teachers in the teaching career is influenced and determined by their ability to effectively manage their classrooms (Ingersoll and Smith, 2003). Unfortunately, many novice teachers struggle to control and maintain discipline among their learners (Koki, 2000) which often culminates into developing stress and decreased energy or burn out in the early years of teaching. Hafock (2006) claims that many new teachers quit teaching during the first five years owing to frustrations with classroom and behavior management challenges. Accordingly, Kariuki (2009) observed that teachers require sustainable effective and efficient procedures, regulations and routines carefully planned and managed if instruction time is to be maximized and a reduction on time spent on behavior management. The proposed study will explore the practices, experiences and beliefs of 18 beginner teachers meeting the criteria (defined by the researcher) for being effective and successful classroom managers.

### Research Aims

The proposed study aims to develop theory about the effectiveness of novice high school teachers. The questions that will guide the research are transformational leadership style.

### Methodology and data collection techniques

Qualitative data collection methods will take the form of surveys, observations and in-depth interviews while the analysis will comprise data reduction (text analysis and coding), data display (identification and coding of emerging themes) and verification and drawing (Interpretation).

In order to truly gauge the success of an inquiry based on human experience, it is appropriate for me to utilize the traits listed as qualitative research working directly with teachers to unearth their beliefs, practices and experiences . According to Hatch (2002) good qualitative researchers “ understand the world from the perspectives of those living in it” (P. 2).

Qualitative research going by Merriam et al'.,(2000) is premised on the idea that meaning is constructed socially by individuals through interactions in their social world and the meaning it has for them is considered an interpretive qualitative approach”(pp. 3-4) which is applicable for this proposed study. A qualitative inductive framework will enable explore the participants world in their naturalistic setting.