

A Review Theory of Transformational Leadership for School

Marenee Lin Tengi, Mahaliza Mansor, Zahari Hashim

Faculty of Business and Economics, Universiti Pendidikan Sultan Idris,
35900 Tanjung Malim, Perak.
Email: reneetengi@yahoo.com

DOI: 10.6007/IJARBSS/v7-i3/2847 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i3/2847>

Abstract

Transformational theory has been widely used in school leadership system in Malaysia. Transformational leadership style influences the development and success of a school. This article discusses the theories of transformational that are often used in a study of leadership of leaders of schools in Malaysia.

Keywords: Transformational, Leadership, Schools, Educational, Organization

1.0 Introduction

Leadership is an important requirement in the process of change management for moving an organization create new ideas that are creative and innovative to excellence (Hargreaves, Fullan, & Hopkins, 2010). In the development plan for Malaysia Education Blueprint (2013 – 2025), the Malaysian Ministry of Education (MOE) always ensure that every school, regardless of location and level of performance, have the principal/headmaster and leadership team to deliver high quality support to provide educational leadership and drive the overall school performance (Malaysian Ministry of Education,2012). MOE will achieve this goal by introducing new school leadership career package to strengthen the way the school leaders are selected, trained, and be rewarded. Leadership is important because successful leaders will be able to provide excellence to their school.

2.0 Literature Review

Undoubtedly, that lately transformational leadership increasingly the effectiveness of leadership practices in school. The transformational leadership in schools has increased the effectiveness of the organization and academic students. Heck and Hallinger (1999) concluded that there is a clear trend towards a study on the leadership of schools and their impact on organizations and schools. Leadership in education has become the focal point in an era of school accountability and school restructuring. They also suggested that the review of school leadership will increase better in terms of philosophy and methodology.

From 1988 to 1995, Leithwood and Duke (1999) conducted a study on the concept of leadership in education. In this review, they found a total of 121 articles discuss about leadership. This shows that many researches have been done to prove the effectiveness of school leadership in school.

Abdul Ghani Abdullah (2005) found that school leader's transformational leadership affect the responsibility of the teachers to the school. Transformational leadership can increase teachers ' motivation and this will give good impact on the academic students.

Moolenaar, Daly and Sleengers (2010) say this transformational leadership positively associated with climate and innovative school. In fact it led and motivates their followers to do more than they expected in terms of extra effort and productivity.

3.0 Methodology

This study is a literature review of leadership transformational. The study was conducted by review and relates the transformational leadership theory among school leaders that had been reviewed.

4.0 Leadership in education

The school is an institution in the implementation of the system of education. Therefore, successful school leaders affect their staffs to join them to achieve success that will be able to increase the performance of the school. Malaysian Ministry of Education (2012) always develop new career package for school leaders to balance the deep commitment to building the capacity of leadership school with professional standards and accountability that is higher. Mitchell & Tucker (1992) states that education leadership is the way of thought, passion, profession and the process in education itself.

Sergiovanni (1991) says the bulk of the theory points out that the leadership in education is to distribute tasks, become a reference point, to create a peaceful climate in schools, consistent, persistent, assertive, and give support to school staffs. The successful school leaders will be able to influence its target audience to achieve the vision and mission that has been set.

According to Fullan (2007), the principal is core to change managers and task lead changes in school. As a manager at the school, the principal is the most important person that can affect the success of the school. Successful school leaders will be able to influence its target audience to achieve the vision and mission that has been set.

According to Hunsaker (1986), leader of transformational is a leader who has influence that can interact directly with his followers. Leaders can change important aspects in the organization through vision, action and influence. Leadership is the attitude and behaviour of a

person to influence followers so that they work together and work more efficiently and effectively to achieve productivity has been set.

5.0 The Theory of Transformational Burns (1978)

Many studies have been done in elaborating on the issue of leadership review of the effects of transformational especially transformational leadership against the school. According to Burns (1978), the basic theory of transformational leadership is interpersonal relationship, motifs and also value. The theory of transformational Burns is one of the earliest in psychological methodology in understanding and explaining the leadership itself (Fairholm, 2001). Burns explains the leadership, not only is power in influencing another person but also as a development of moral values in influencing others.

The goal of the theory of transformational Burns is to increase the value of the moral and motivation of followers to the extent subordinated can think about contributions to the organisation. Burns explains that leaders have charismatic properties also have the characteristics of behaviour in mind as a leader. Burns related to the difficulty in differentiation between management and leadership. Burns claimed that the differences are in characteristics and behaviours. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and also organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees.

6.0 The Theory of Transformational Bass (1985)

Bass (1985) have made a review of the theory of Burns (1978) on the four ideal influences or charismatic, intellectual stimulation, the consideration of individual and inspiring motivation. Bass expressed transformational important leadership in addressing the changes in an organization because the leadership is capable in increasing job satisfaction among subordinate. Bass & Avolio (1997) clarify properties of the leader of a charismatic as a leader willing to sacrifice in the interest of the organization and an optimistic towards the vision and mission of seeking to achieve.

i. Charismatic Leadership or Idealized Influence

Transformational leaders are seen as role models, respected and even admired by his followers. The leader of the transformational is also described as a leader who has vision and mission is clear and bold is at risk. Bass (1998), sets out that the influence of ideal highlighted in leadership transformational when one of the leaders set goals to be achieved, able to explain and guide follower so that the success of the goals aspired by example. Transformational is also a leader who has high expectations the ability of followers and serves to provide support and guidance to achieve the desired level.

ii. Inspirational Motivation

Transformational leaders have behaviours that are able to motivate his followers. They also always uplift enthusiastic and able to respond to the challenge. Transformational leader convinces his followers about the mission and goals to be achieved. The leaders also saw the full commitment to the goals of the organization. In the context of education, school leaders are responsible in giving moral support as well as the needs and facilities required for improving and maintaining the motivation of teachers in achieving the goals of the school organization.

iii. Intellectual Stimulation

The leaders of the transformational always resolve the problem with the dimensions of new and innovative thinking. Leaders of transformational, indirectly are encouraging his followers to think creatively in solving a problem. His followers will figure out the best solution for any problem. The leader of the transformational makes his followers able to meet the challenges and make them dare to deal with it.

iv. Individualized Consideration

The leaders of the transformational focus and put attention to the needs and potential of his followers. The leader of the transformational treats each of his followers as individuals to be respected. Leader is always creating a comfortable climate among followers by giving encouragement and support to them. The leaders also build a conducive working environment because the leader of the transformational is always sensitive to the needs of its target audience.

7.0 The Theory of Transformational Leithwood (1994)

Leithwood leadership model (1994) explains about the components of leadership transformational through the dimensions build the vision and goals of the school, provides intellectual stimulation, offer support individually, be exemplary to the important values of the organization, indicating high work performance, build creative school culture and developing structures and encourage involvement in the decision-making process. The dimensions of this build leadership, transformational Leithwood leadership charisma is leaders can bring changes to the organization of the school as well as create space between principal communications with teachers. The leader of the transformational by Leithwood also shows high leadership value through commitment to achieve the intent by encouraging the involvement of teachers, develop intellectual and stimulating teacher motivation to give full commitment. Transformational leadership practices can create a creative school culture especially in the way of thinking for solve the problem though the challenge.

i. Identifies and articulates a vision

Behaviours on part of the leader aimed at identifying new opportunities for his or her school. The leaders also will try to develop (often collaboratively), articulating and aspiring others with a vision of their school future.

ii. Fosters the acceptance of group goals

Behaviours on the part of the leader aimed at promoting cooperation among staffs. Leaders also will assist their followers to work together towards common goals.

iii. Conveys high-performance expectations

These behaviours demonstrate the leader's expectations. A leader wants excellence, quality and high performances on the part of their staffs.

iv. Provides appropriate models

The leader will set a good example for staff to follow. The followers will be consistent with the values exposed by the leader.

v. Provides intellectual stimulation

The leaders will challenge staffs to re-examine some of the assumptions about their work. Followers will have to rethink how it can be performed.

vi. Provides individualized support

The leaders will indicate respect for individual members of staffs. They concern about their followers personal feelings and needs.

8.0 The Theory of Transformational Slocum and Hellriegel (2007)

Slocum & Hellriegel (2007) making model Bass as basis in the review of leadership transformational. Leadership transformational according to Slocum & Hellriegel is divided into four main dimensions. The dimension is made up of an attitude that shows consideration of individual-based, build intellectual stimulation, stimulate motivation and nurture an ideal influence among his followers, or in this context among teachers. Leadership model transformational Slocum & Hellriegel (2007) involves a leader in influencing his followers through leadership behaviour adopted. It involves behaviour that became exemplary in planning the future of the organization, be an inspiration among followers especially in matters related to innovation and new ideas, develop followers towards becoming a leader or a better leader and guide the organisation towards becoming a community can step up to the challenge.

i. Inspired Motivation

This triggers the inspiration transformational leader among his followers through the acts and also his words. Transformational leaders will guide his followers by providing them on awareness of the challenges and the meaning of whatever is done. They often involve followers in the aspiration to achieve the goals.

ii. Provides Intellectual Stimulation

Practicing leadership leaders encourage followers to think transformational abnormalities to be more innovative and creative. With this transformational, a leader dare question any

assumptions by exploring ideas and new methods as well as cope with any situation with a new way. Transformational leaders are individuals who dared to change the status quo in bringing changes to achieve the goals expected. Through the intellectual stimulation created transformational leaders develop wisdom followers become more creative especially in the field of problem solving. Transformational leaders to produce creative, rational problem-solving approaches as well as expand the force thought and intellectual followers.

iii. Fostering an Ideal Influence

This exposes transformational leader behaviours become inspiration and followed by his followers. This individual leader can leave his personal interests for the sake of the interests of others who are more in need. A leader such as this shows the level of moral and ethical in it's leadership. The leader of the transformational does not manipulate power in maximum but they use all power sources for cooperating individual. The influence builds by the charisma of the leader of the transformational itself. This leader showed willingness to share risk in order to achieve the objectives of the organization. Selfless attitude of personal interest and wise use of its powers in mobilizing individuals and working groups in the organisation strives to achieve that aspired making transformational leaders admired, respected and trusted.

iv. Consideration of individual

Consideration of individual based on leaders against followers demanding sensitivity as an individual and respecting the differences among individuals. This situation can form consensus in achieving organisational goals. Consideration on the basis of an individual means a person that is a leader transformational leader, focused specifically to each member organization as an individual, especially in the aspect of the need to achieved success. This shows a leader transformational the attention personally to his followers.

9.0 Tool measurement of leadership transformational

Multifactor Leadership Questionnaire (MLQ) was used to measure the leadership of transformational among the leaders. MLQ leadership questionnaire was developed and verified by Bass and Avolio. MLQ contains 45 items. There are 36 items representing nine leadership factors for each scale leadership consists of four items, and 9 items that assess the three scale revenue leadership (transformational, transactional and laissez-faire).

In addition, Principal Leadership Questionnaire (PLQ) is also widely used to measure leadership transformational among school leaders. The PLQ is an instrument containing 24 questions designed to measure the likert type of perception of teacher practice leadership school transformational school principal. The instrument was used to collect data on the teachers' perceptions of their principal's transformational school leadership practices in six identified dimensions. These six dimensions are: identifying and articulating a vision; providing an appropriate model; fostering the acceptance of group goals; providing individualized support; providing intellectual stimulation and holding high performance expectations. The PLQ has four optional answers: very disagree, disagree, agree and strongly agree. This questionnaire emerged from a study conducted by Jantzi & Leithwood (1996).

10.0 Conclusion

Overall, based on the theories of transformational that have been discussed, leadership transformational plays an important role in increasing the effectiveness of the leadership of school leaders. Therefore, leaders of schools in Malaysia are given adequate exposure and training to enhance their leadership in efforts to implement more effective leadership in schools. To achieve the vision and goals of national education, aspects of leadership and management leadership school appropriate attention.

Marenee Lin Tenggi, Mahaliza Mansor, Zahari Hashim

Faculty of Business and Economics, Universiti Pendidikan Sultan Idris,
35900 Tanjung Malim, Perak.
Email: reneetengi@yahoo.com

References

1. Abdul Ghani Abdullah, (2005). Kepimpinan Transformasi Pengetua dan Penggantian Kepimpinan sebagai Penentu Komitmen terhadap Organisasi dan Perlakuan Warga Organisasi Pendidikan, 20: 53 - 68.
2. Bass, B. M., (1985), Leadership and Performance, N.Y. Free Press.
3. Bass, B. M., & Avolio, B. J. (1997). Full-range of leadership development: Manual for the Multifactor Leadership Questionnaire. Palo Alto, CA: Mind Garden.
4. Bass, B. M. (1998). Transformational leadership: Industry, military, and educational impact. Mahwah, NJ: Erlbaum.
5. Burns, J.M. (1978). Leadership. New York: Harper & Row.
6. Education, M.O., 2012. Periliminary Report Malaysia Education Blueprint 2013-2025. Putra Jaya: retrived f r o m ht t p / / w w w . m o e . g o v . m y /userfiles/file/PPP/Periliminary-Bluprint-Eng.pdf
7. Fullan, M. (2007). The new meaning of educational change. New York: Teachers College Press.
8. Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, D. 2010. Second International Handbook of Educational Change. London: Kluwer Academic Publisher.
9. Heck, R. H., & Hallinger, P. (1999). Next generation methods for the study of leadership and school improvement. In J. Murphy & L. Seashore (Eds.), Handbook of Research on Educational Administration. 2nd ed. (pp 463-487). San Francisco: Jossey-Bass.
10. Hunsaker, P.L. (1986) Managing Organizational Behavior. USA : Addison – Wesley Publishing Com.

11. Jantzi, D., & Leithwood, K. (1996). Toward an explanation of variation in teachers' perceptions of transformational school leadership. *Educational Administration Quarterly*, 32(4), 512-538.
12. Leithwood, K. A., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Buckingham: Philadelphia.
13. Leithwood, K., (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30 (4), 498-518.
14. Leithwood, K. Duke, D. (1999). A century's quest to understanding school leadership. In J. Murphy & L. Seashore (Eds.), *Handbook of Research on Educational Administration*. 2nd ed. (pp. 45-73). San Francisco: Jossey-Bass
15. Mitchell, D., & Tucker, S. (1992). Leadership as a way of thinking. *Educational Leadership*, 49(5), 30-35.
16. Moolenaar, N. M., Daly, A. J. & Slegers, P. J. C. (2010). Occupying the principal position: examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly*, 46(5), 623– 670.
17. Sergiovanni, T. J. (1991). *The Principals' A Reflective Practice Perspective* (second ed.). Massachusetts: Allyn and Bacon.
18. Slocum, J.W & Hellriegel, D (2007). *Fundamental of Organizational Behavior*. Belmont: Thomson the multifactor leadership questionnaire. Redwood City, CA: Mind Garden.