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Abstract

The purpose of the study is to identify the relationship between transformative leadership practices among school leaders and the level of school effectiveness. The study population consisted of teachers from 6 national secondary schools in Petaling Jaya District, Selangor. A total of 120 teachers were involved as respondents. The research design is a quantitative method that uses questionnaires that present as many as 25 items for the independent variable and as many as 30 items for the dependent variable. Data were analyzed using descriptive and inferential statistical methods. The primary data analyzed using the Statistical Package for Social Science (SPSS) version 21.0 software shows that the results of the study are the level of transformational leadership of the principal, the level of school effectiveness and the relationship between these two variables has been identified in accordance with the objectives of the study. All aspects of the study variables are at a high level, where the transformational leadership level of the principal of the motivational inspiration item shows the highest mean score value of 4.56. The results of the study also found that the transformational leadership factor of charismatic elements, increased influence, individual consideration, intellectual stimulation and motivational inspiration can significantly affect the level of school effectiveness among teachers in schools in the Petaling Utama district, Selangor. Based on the findings of this study, discussions and implications were also discussed.

Keywords: Leadership, Effectiveness, Transformation

Introduction

The Malaysian Ministry of Education (KPM) since 2010 has tried to manifest various transformations in the national education system so that academic quality, co-curriculum and student personality development can be improved. This desire is difficult to obtain without the help of the school's energy led by the principal and the support of all the teachers. Effective leadership is a key factor or angle in creating school effectiveness (Abdul Ghani & Anandan, 2019). Therefore, there needs to be a transformation in the leadership style of a school that demands the need for every Principal to embody the characteristics of a leader who thinks creatively and innovatively and even needs to go further to translate the National

Education Policy of Malaysia. A statement that refers to the third wave of the Malaysian Education Development Plan 2021-2025, a principal or teacher, must achieve performance above the minimum standard that has been decided (Ministry of Education Malaysia, 2013). Burns (1978); Bass (1985) have presented a theory of transformational leadership that outlines 4 main elements which are ideal influence, individual consideration, intellectual stimulation and inspirational motivation. Transformational leadership practiced by a leader is a visionary leader who has a far-sightedness followed by his men to create effective institutions by forming better habits and culture (Gobinathan & Lail, 2020).

Ideal influence is able to highlight personal authority that subordinates can follow. Among them is the ability to make a decision by being ready to take into account all the consequences. Next, individual consideration covers the attitude of tolerance and respect for every difference of opinion of his followers. While intellectual stimulation refers to the principal's willingness to create an environment that is capable of triggering the teacher's creativity. Finally, inspirational motivation means leaders are capable of encouraging the improvement of teacher performance (Teharaja & Hamid, 2021). Hussein (1993); Ramaiah (1995); Vijayarani (2007) has stated that educational figures can help visualize an integrated and effective school as a school that succeeds in achieving student academic excellence. There are also opinions that the success of a school is seen from all aspects of the school, among which Eby (2004) states that an effective school is a school that is able to play a role in giving impact and influence to improve student academic performance, extracurricular activities, good student management, administration and management systematic discipline.

The Malaysian Ministry of Education (KPM) has described effective schools through the Malaysian Education Quality Standard (SKPM) rating. In this case, the school will be classified as excellent if the score obtained successfully exceeds 90% in the assessment when evaluated by the Quality Assurance and Inspection Committee. The SKPM uses the Effective School Model highlighted by Sammons, Hillman and Mortimore (1995) and the Student Success Assessment Model introduced in the Direction of the Inspection and Quality Assurance Board 2010-2025 (KPM, 2010). Therefore, the principal is the most important leader in implementing a more enjoyable and conducive work culture. Not only that, the teacher's behavior and attitude need to play a role by adhering to the professional practices of school leaders who always strive and fight to improve weaknesses and understand the way of service and duties of people under their supervision (Yuan & Alias, 2021).

Problem Statement

According to Aziz (2000), the task or responsibility held by the Principal can maximize the impact of the success of the teacher's work. They will look for opportunities to prove the achievements or services they provide are always the best and improve the quality from time to time until they can achieve the effectiveness of an organization. Referring to the National Education Philosophy is a government system to further improve the position of education in Malaysia. In a specific observation in the state of Selangor, it was found that there are certain practices of principal leaders who practice leadership that can affect the organization as a whole. In this excerpt, it was found that the principal's leadership in today's organization is more directed to a 'traditional' leadership style or leadership that is directive or can be called 'top-down', this can happen consciously or unconsciously, but subordinates will be less comfortable as a result of this practice. Traditional Leadership Style or a leadership style with

a directing character is a very 'Dominant' energy applied (Sabariah, 2000). This matter will ultimately have a comprehensive impact on the school's effectiveness as an important organization in the field of Malaysian education. This practice also clearly shows working as an exchange concept (Owen et.al., 2004). This is said to be so because this concept explains that employees who work hard will be rewarded while employees who do the opposite will receive punishment or fines. It is hoped that through the results of the study, it can become a parameter for the practice and acceptance of inferior leadership among principals. Despite that, in an effort to implement the goal of improving the school, the principal still faces various obstacles and obstacles.

These are examples of obstacles that are often faced by Principals such as there are a few teachers who cannot accept and adapt to change, teachers who cannot accept constructive advice and criticism, lazy teachers, lack of family spirit among members of the organization, intolerant between each other, being negative and so on. This kind of atmosphere and situation is a sign of the teacher's unsatisfied attitude. All of these are obstacles to the Principal's leadership in leading the school. This will happen as the principal's leadership will appear autocratic to ensure that the vision and mission of the school is achieved. Fullan (2001); Deal & Peterson (2000); Abdul Shukor (2004) explains that education scholars should not allow this to happen until it can reveal weaknesses in the principal's leadership in handling school management. A better leader or leader can guide the organization towards becoming a community that can face all challenges and conflicts The principal's leadership is closely linked to the excellence of a school. Supervision of teaching and learning in the classroom, supervision of student work, reading programs, training and service programs for teachers, school-based assessment programs and co-curricular programs are the responsibilities of school leadership. Among the goals of all these programs is to produce high-quality students who are knowledgeable, moral, highly skilled, capable of achieving personal well-being and contributing to the harmony and prosperity of society and the country. To make all this a reality, the Principal is the individual who has the greatest responsibility in running the school so that the school functions more systematically and under control. The principal's leadership orientation will have a clear impact on the level of school effectiveness. The retardation of the school's effectiveness will have a big impact on the authority of the organization as a whole. Changes need to be brought by transformational leaders so that the school's effectiveness is evident not only in technical changes but also in forming new thoughts for subordinates.

Study Objectives

The objectives of the study is to

- i. Identifying the level of transformational leadership practices of principals in secondary schools in the Petaling Utama district, Selangor.
- ii. Identifying the level of School Effectiveness in secondary schools in the Petaling Utama district, Selangor.
- iii. Testing the relationship between principals' transformational leadership practices and the effectiveness of secondary schools in the Petaling Utama district, Selangor.

Literature Review

Transformational leadership is an important foundation for a leader because he is able to lead his followers towards the implementation of their respective responsibilities to the maximum. A trusted and trusted style will motivate his followers to also contribute quality work in order to achieve the organization's goals. Rules and wages do not determine the desire to perform individual tasks, but instead the quality of work is more influenced by values (Pattnaik & Sahoo, 2021; Podsakoff et al., 1996). The Transformational Leadership Theory of Burns (1978); Bass (1985) is used as a reference in explaining this study. The relationship between the four dimensions contained in this theory can be explained well in relation to leadership, namely the dimension of ideal influence, the dimension of intellectual stimulation, the dimension of individual consideration and the dimension of inspired motivation. In this case, the Charismatic approach is also used to further explain leadership practices. In order to explain effective schools, School Effectiveness Theory is used for this study. Principals who have the ability to lead and are able to have a great impact on teachers and staff can create effective schools (Harris et al., 2003). This statement is supported by Hallinger (2003) voicing that through the school transformation process real leaders will emerge when there is a devolution of authority to subordinates to carry out responsibilities in an uncertain environment and test their respective ability levels. School leaders need to be flexible and able to highlight their leadership style in situations that are different from the existing ones (Saffiee et al., 2018). In addition, effective leadership is the basis for the administrator's style and practice in leading and leading subordinates based on the organization's goals (Yusoff et al., 2022).

Background

The development of technology nowadays has had a great impact in the world of Education. These changes force a school leader to ensure that the basic goals of National Education can be achieved. The leadership of a leader is one of the factors that is considered important to the success of an institution. Cleland (2004) stated that leadership is a natural trait where an individual is able to lead a group of people and ensure that each employee is motivated and enthusiastic. In the current postmodern era, various obstacles exist in organizations that require leaders who are in line with the current leadership style, need charismatic leaders to implement "transformation" or changes in the structure of organizations that have gone through a period of recession and also change the mindset of individuals and officers in the organization. Charisma is actually an isolated term, it is easy to detect, but difficult to translate. According to Bass (1984), charisma binds and limits strong changes in followers' emotions, beyond self-esteem, love, admiration, and ordinary trust.

The true understanding of Transformational Leadership is closely related to charismatic leadership. In this context, this study conducted a survey aimed at deepening and understanding aspects of leadership practiced by secondary school principals in the Petaling Utama District, Selangor, and also to identify the impact of leadership on school effectiveness, as well as respondents' opinions on whether the impact of school leaders' cultural leadership practices in line with the true leadership principles required by the Malaysian Ministry of Education (KPM). In line with the demand for a paradigm shift in educational services towards "World-Class Education" and "First Class Minded People", the education community is actually between two situations, that is realizing both sacred slogans with a boring and less proactive service. There are two famous experts in the world of transformative leadership,

namely "Bass" and "Burns". the two experts through a published theory which is the theory of transformation which is often associated with leadership style. Through his various articles and book, Enhancing Organizational Effectiveness through Transformational Leadership, Bass presents the characteristics of transformational leadership as opposed to the Transactional Leadership style, which prioritizes particular interests (Sassiee, 2018). Transformational leadership turns out to be very consistent in the world of education (Yusoff, 2020).

Conceptual Framework

The conceptual framework of the study is very important for a study. As shown in Figure 1, the purpose of the conceptual framework is to clearly state the process of conducting a study. This conceptual framework will be a basic guide for the researcher to carry out the study from the initial stage until the completion of the study. The Conceptual Framework of this study involves two variables, namely the independent variable and the dependent variable, which consist of elements that support each other to prove the validity of the study based on items that are based on certain theoretical principles of the study.

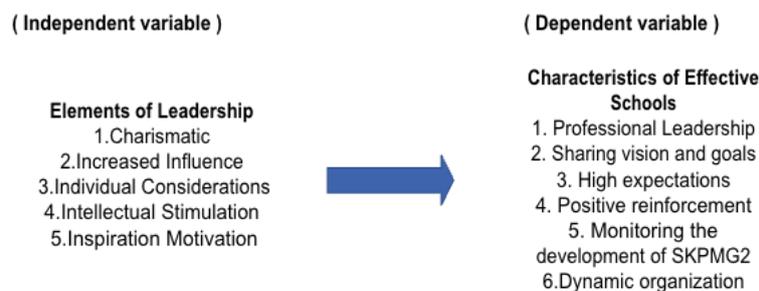


Figure 1 Concept framework of transformative leadership practices among school leaders about school effectiveness in Petaling Utama District

Based on the model and theory built by Slocum and Hellriegel (2007) still make the model of Burns (1978); Bass (1995) as the basis of the study. Based on Figure 2, there are four things about Transformational Leadership that are described. The first is Inspirational Motivation, meaning a transformational leader who inspires his followers through his actions and words. Transformational leaders guide their followers without letting them. The second thing is Building Intellectual Stimulation, which is a leader who encourages his followers to think outside the box or outside the norm by mobilizing a creative and innovative culture. This requires transformational leaders to be bold by exploring the latest ideas and methods according to current needs. The third thing is Cultivating the ideal Influence. His influence is followed by ideals that become a source of inspiration for his subordinates. Fourth is individual-based consideration. This explains a leader's principle that translates observation that focuses on a decision that needs to be taken in making a decision.

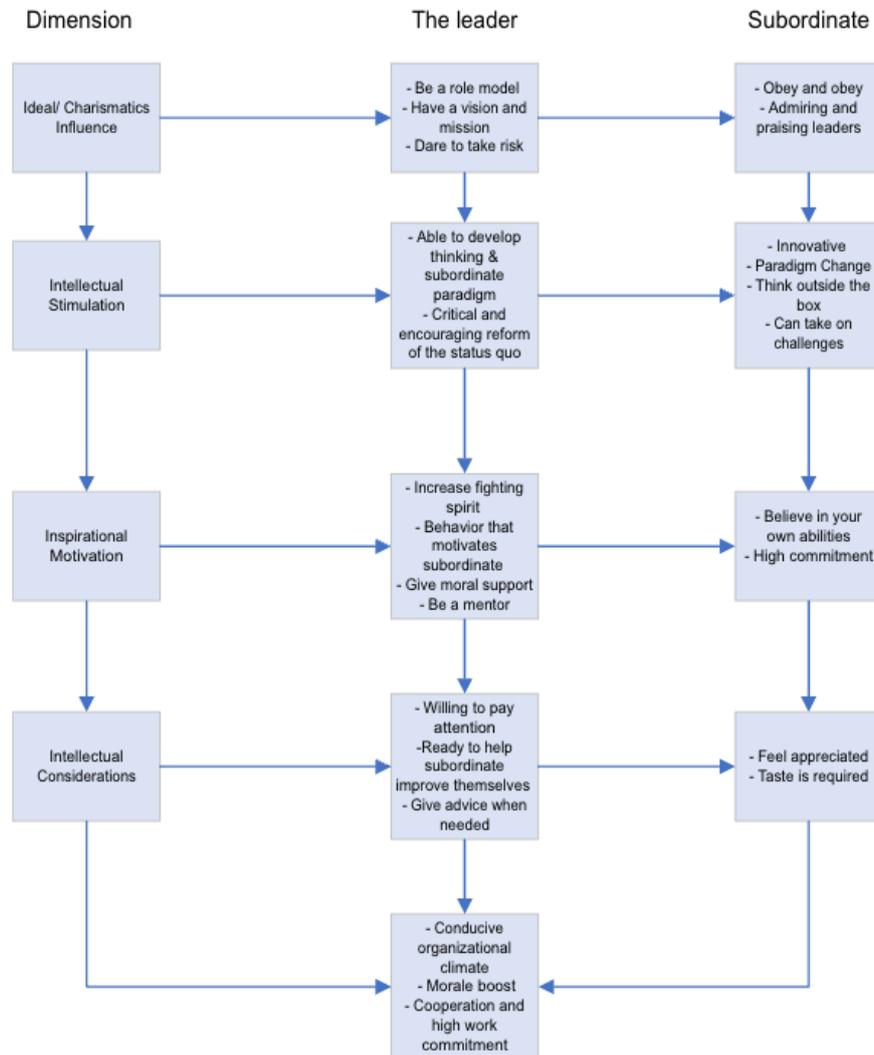


Figure 2: Transformational Leadership Theory Framework Source: Burns (1978); Bass (1995)

The element of school effectiveness in this study is the result of collaboration across the school community. Effective leadership is essential to ensure an effective school. According to Harris et al (2003), schools that are effective and capable of improvement are led by school leaders who can have a positive impact on the development of teachers and staff. According to Leithwood and Jantzi (1997), transformational leadership is leadership that has an excellent style for managing change and insecurity. Without the cooperation and support of all teaching staff including support staff, school principals will not be able to manage and manage the school organization effectively. School leadership should be balanced among teachers and support staff (Gronn & Hamilton, 2004; Spillane et al., 2007) through relationships and networks (Fullan, 200). To create the best schools to improve student learning, school leaders need to encourage teachers to innovate, grow and keep up with the latest developments with the latest knowledge.

The effectiveness of a school is shown when the school has a status that can achieve certain characteristics and achieve the desired impact. Nevertheless, the school's performance and effectiveness depend on the principal's leadership as a leader. Here you can see the wisdom of a leader to gather energy and ideas to work with the members of your school to achieve

the desired organizational goals. 3. Methodology Research design This study uses a survey design with a quantitative approach. Quantitative methods make it easier for researchers to collect and obtain clear details from the sample used to describe the true state of the population (Creswell, 2003). This analysis is based on assumptions, so a quantitative approach is useful for analyzing the relationship between variables, measuring variables, and being able to accurately test research hypotheses (Creswell, 2005; Neuman, 2003). Therefore, using a questionnaire as a research data collection tool is an effective method because respondents have the freedom to choose and express their opinions based on the questions presented.

The group of respondents is school teachers in several schools in the Petaling Utama district, Selangor. The justification for choosing the school in the district is because Petaling Utama is located in a very dense Petaling Jaya location and is made up of diverse community groups. The random sample method is easily chosen because of its suitability with the location of the study where the data to be collected will be able to represent the analysis as a whole and be able to describe the entire study. Respondents will consist of 120 teachers in 6 schools and involve 20 teachers for each school representing male and female teachers. It is expected that the majority of respondents have academic qualifications at the Bachelor's Degree level and there will also be a number of Master's Level qualifications. The study will definitely not be problematic in terms of data collection because it is expected that there will be good cooperation because it is likely that the respondents will understand the responsibility of giving maximum cooperation during the research process. The location of the study is in the state of Selangor. The district chosen is the Petaling Jaya district which includes the Petaling Utama area. The factor for choosing this location is because this area is one of the densely populated cities in the state of Selangor which can represent every category based on the demographics of the country's population. Secondary schools in the Petaling Jaya district include schools under the Petaling Utama District Education Office, Selangor only. The location chosen is also very appropriate and meets the objectives of the study.

Research instrument The questionnaire describes the elements in the variable. Demographic section, transformational leadership (4 elements), job satisfaction (2 elements). The research instrument is a questionnaire made by the researcher himself. The questionnaire contains three parts, namely Part A, respondent's demographic data such as gender, age, academic qualifications, teaching experience and length of service under the current Principal (four items). Part B also contains questions related to the Principal's Leadership which covers Charismatic Leadership, Increasing Influence, Individual Consideration, Intellectual Stimulation and also Motivational Inspiration (five items). While Part C, questions are built on the level of school effectiveness consisting of Professional Leadership, Sharing vision and goals, High expectations, Positive reinforcement, Monitoring the development of SKPMG2 and Dynamic Organization (six items).

Data acquisition procedures Before conducting the data collection, the schools to be identified will get written approval from the principal to conduct the study. In the next step, the researcher determines the number of respondents needed to obtain research information. Questionnaires were then distributed personally to respondents based on this study. At this stage the researcher will explain about the study that will be conducted. Respondents have enough time which is five (5) days to answer before the questionnaire is collected and returned to the researcher. The researcher will then check again to make sure

the respondent answered correctly and followed the instructions and provided the information requested by the researcher. If the questionnaire is incomplete and not answered correctly, the form is considered defective. Forms that are completed and comply with the instructions will be processed and analyzed for research data and to answer the researcher's research questions.

The measurement scale used to answer the questions is a Five (5) point Likert Scale as shown in Table 1

Table 1
Likert Scale

Likert Scale	Score
Strongly Disagree	1
Don't agree	2
Disagree	3
Agree	4
Strongly agree	5

Data Analysis Procedures In order to obtain data from respondents, questionnaires were distributed to teachers in schools in Petaling Utama District, Selangor. The responses received were then analyzed with descriptive and inferential statistical methods using the program Statistical Package for Social Science (SPSS). Descriptive analysis was performed to test the frequency, mean, and percentage of the study data. For the average evaluation, the researcher used the average achievement score to determine the principal's leadership level and the school's effectiveness level. Interpretation of the mean score is evaluated at three (3) levels of implementation which are high level, medium level and low level as suggested by Sanger et. reasonable. Al (2007) in his study. This issue can be addressed by interpreting the mean score in Table 2 below.

Table 2
Sanger et.al (2007)

Mean Score	Interpretation
3.51 – 5.00	High
2.50 - 3.50	Simple
1.00 – 2.49	Low

Inferential analysis is performed to test the research hypothesis and research questions. This test is used to measure the relationship between two variables, namely the school principal's leadership and the level of school effectiveness, which is the Pearson correlation test. To interpret the relationship level of the correlation test, the correlation coefficient interpretation Table 3.

Table 3

Interpretation of Correlation Coefficient (Sugiyono, 2007)

Coefficient Intervals	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Simple
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

In the next stage, the significance level of the study will be set at 0.05 ($p < 0.05$). According to Sekaran (1992), most researchers accept the significance level in making statistical decisions.

Findings and Discussion of the Study This study has a sample category that is also a respondent, namely a secondary school teacher who evaluates the principal's transformational leadership in addition to making a self-assessment of their own level of self-efficacy for the purpose of the researcher obtaining an analysis of the school's level of effectiveness. This finding is based on 120 respondents (n) who were successfully collected. Profiles for teachers are shown in Table 4. Analysis based on schools shows that the number of respondents or samples of teachers involved in this study is 120 people. The background of socio-demographic factors of respondents In this section, the total amount of data that was successfully collected was from 120 respondents from school teachers around the state of Selangor. The results of the study described are based on the frequency and also the percentage of all respondents according to the teacher's gender, the length of service of the principal's gender and the length of service with the current principal. Therefore, the data is summarized as follows:

Table 4

Demographic Background Distribution of Respondents (n=120)

Data Demographics	Number of respondents (n)	Percent (%)
Teacher's Gender		
Men	35	29
Woman	85	71
Service Period		
1 year	36	30
2 to 4 years	24	20
5 to 9 years	24	20
10 to 15 years	24	20
15 years and up	12	10
The Gender of your Principal		
Men	24	20
Woman	96	80
Length of service with your current principal		
1 year	70	58
2 to 4 years	35	29
5 to 9 years	10	8
10 to 15 years	3	3
15 years and up	2	2

Based on table 4, the analysis of sociodemographic data of the respondents shows that the gender of female teachers is higher which is 85(71%) people out of 120 respondents while the number of male teacher respondents is only 35(29%) people. The results of the analysis found that the highest length of service from the respondents was 1 year, which is a total of 36 (30%) people followed by respondents who have a length of service of 2 to 4 years, 5 to 9 years, 10 to 15 years, each of which is a total of 24 (20%) respondents and only 12 (10%) respondents served 15 years and above. Out of 120 respondents, a total of 96 respondents (80%) served with female principals and 24 respondents (20%) served with male principals. For the last sociodemographic factor, which is the length of service with the current principal, the highest frequency is for a period of 1 year, which is 70 respondents (58%). As for the length of service with the current principal, the second highest is for a period of 2 to 4 years, which is a total of 35 respondents (29%). A total of 10 respondents (8%) who served with the current principal for 5 to 9 years, 3 respondents (3%) for 10 to 15 years and 2 respondents (2%) for 15 years and above who served with their current principal. a) First Research Question: The level of transformational leadership practices of principals in secondary schools in the Petaling Utama district, Selangor Table 5 shows the detailed findings of the mean score for the principal's transformational leadership practices which are for charismatic leadership practices, increased influence, individual consideration, intellectual stimulation and motivational inspiration which are at a high level. Overall the mean score for the principal's transformational leadership practice level is 4.49 at a standard deviation of 0.736. If you look

in detail, it is found that the percentage of teachers who give a negative perception (strongly disagree) for all items is low, which is between 0.0 percent to 10.0 percent. It can also be seen that the majority of teachers gave a positive response (strongly agree and strongly agree) for the whole item which is between 12.0 percent to 80.0 percent.

This explains that the principals in secondary schools in Petaling Utama District, Selangor strongly emphasize the practice of transformational leadership when they carry out their duties in the school. The results of this study are almost the same as the results of the study of Ismail & Ramli (2012), which revealed the analysis of four items about the leader's transformative leadership practices, namely elements of individual reflection, elements that generate intellectual stimulation, elements that stimulate motivation, and ideal influence that promotes elements that receive an average score between 3.95 (high) and 4.24 (very high). The data for each statement in the table also illustrates the percentage of respondents' agreement for each item tending to the scale of Agree, Strongly Agree and Strongly Agree. For one question under the charismatic item, which is the question about the principal using problems faced in the past as a guide to him in order to be able to lead the school more effectively, he got the highest percentage for the Strongly Agree scale among the respondents, which is 80 percent (96 respondents) compared to the question- the other question which mostly got 70 percent (84 respondents) also for the Strongly agree scale. Next, based on the research data, the five principal transformational leadership items have an average mean score from 4.40 to 4.56 which interprets these items at a high level. This shows that all these leadership items are very important and needed by every principal in school administration. This shows that transformational leadership is one of the leaderships that is able to coordinate learning organization and a good school culture so that it can improve school performance and even create a quality and excellent school through the leadership orientation that is practiced.

Table 5

Frequency, Mean Score and Standard Deviation of the selection of answers to questionnaires related to transformational leadership practices among principals

Item-item	1 Strongly disagree n (%)	2 Don't agree n (%)	3 Agree n (%)	4 Totally Agree n (%)	5 Strongly agree n (%)
CHARISMATIC					
1. Principals lead schools based on their experience	-	-	24(20)	24(20)	72(60)
2. The principal uses the problems faced in the past as a guide for him to be able to lead the school more effectively	-	-	12(10)	12(10)	96(80)
3. Principals have great respect for teachers who can solve management problems in the school without their help	-	-	24(20)	24(20)	72(60)
4. The principal promotes a culture of continuous learning for all teachers and himself	-	-	12(10)	24(20)	84(70)
5. Principals have a strong self-resilience to any kind of pressure	-	-	12(10)	36(30)	72(60)
ENHANCED INFLUENCE					
1. The principal states with full confidence that the goal can be achieved	-	-	12(10)	48(40)	60(50)
2. Principals dare to face risks in every action taken	-	-	8(7)	24(20)	88(73)
3. Principals place high expectations on the abilities of their followers	-	-	12(10)	36(30)	72(60)
4. The principal has a clear mission and vision in achieving the organization's goals	-	-	12(10)	25(21)	83(69)
5. Principals display the characteristics of self-confidence in making decisions	-	-	12(10)	36(30)	72(60)
INDIVIDUAL CONSIDERATION					
1. The principal helped develop my personal potential	-	-	12(10)	36(30)	72(60)
2. The principal thinks I have special abilities	-	-	24(20)	14(12)	82(68)
3. The principal treated me as an individual rather than as a group member	-	-	24(20)	24(20)	72(60)
4. The principal took the time to guide me	-	-	12(10)	24(20)	84(70)
5. The principal gives his followers the opportunity to disagree	-	-	36(30)	24(20)	60(50)
INTELLECTUAL STIMULATION					

1	Principals look for multiple perspectives when solving a problem.	12(10)	-	12(10)	36(30)	60(50)
2.	The principal made me look at problems from different angles	12(10)	-	12(10)	36(30)	60(50)
3.	The principal suggests some new ways of completing assignments	-	-	12(10)	24(20)	84(70)
4.	The principal explained the importance of having a clear purpose	-	-	12(10)	24(20)	84(70)
5.	Principals reassess critical feedback about its relevance to the problem	-	-	12(10)	24(20)	84(70)

MOTIVATION INSPIRATION

1.	Principals provide adequate facilities while carrying out duties	-	-	12(10)	28(23)	80(67)
2.	Principals are always together in carrying out tasks	-	-	12(10)	36(30)	72(60)
3.	The principal emphasized the importance of having a common mission	-	-	12(10)	22(18)	86(72)
4.	The principal spoke about the future with an optimistic view	-	-	12(10)	22(18)	86(72)
5.	The principal states the things that need to be done with enthusiasm	-	-	12(10)	36(30)	72(60)

Variables	Charismatic	Increased influence	Individual considerations	Intellectual Stimulation	Motivational inspiration
Mean	4.52	4.53	4.44	4.40	4.56
Standard deviation	0.715	0.653	0.762	0.886	0.666
Interpretation stage	Height	Height	Height	Height	Height

Average Mean = 4.49**Mean standard deviation = 0.736**

b) Second Research Question

Level of School Effectiveness in secondary schools in Petaling Utama district, Selangor

Table 7 shows the overall findings for the level of school effectiveness (mean score = 4.33, s.p = 0.849). With this it can be concluded that on average the level of school effectiveness among teachers is at a high level. The majority of teachers agree that the level of effectiveness of their school is at a high level through the total percentage of Strongly Agree and Strongly Agree exceeding 50 percent for all items except 'I understand very well about the teaching methods of the 21st century' and need to be applied to students' (40%) and 'I know how to encourage students to think positively during the PDPR process' (40%). 10 percent of teachers (a total of Strongly Disagree and Disagree) agree that the effectiveness level of their school is not very effective except for the question 'I don't feel like a member of this school family' (50%). Next, based on the research data, the six items of the school's level of effectiveness, namely professional leadership, sharing of vision and goals, high expectations, positive reinforcement, monitoring the development of SKPMG and dynamic organization that have

an average mean score from 4.00 to 4.52 which interpret the items this is at a high level. This shows that all the school effectiveness items are very important. The results of this study are consistent with the study by Noordine et. al., (2004) who reported that both dimensions of key leadership behaviors showed low and positive correlations with organizational effectiveness.

Table 6

Frequency, Mean Score and Standard Deviation of the selection of questionnaire answers related to the level of school effectiveness

Item-item	1 Strongly disagree n (%)	2 Don't agree n (%)	3 Agree n (%)	4 Totally Agree n (%)	5 strongly agree n (%)
PROFESSIONAL LEADERSHIP					
1. Principals are open to all ideas, views and creativity given by teachers	-	-	12(10)	36(30)	72(60)
2. Principals are seen as flexible to changes that occur outside the school	-	12(10)	-	48(40)	60(50)
3. The principal always tries to guide the teacher to be better than him	12(10)	-	-	36(30)	72(60)
4. The principal always makes sure that all the teachers are happy and not burdened	-	-	12(10)	36(30)	72(60)
5. Principals are always fair to all teachers	12(10)	-	-	36(30)	72(60)
SHARING VISION AND GOALS					
1. I always believe that the principal strives to achieve the desired success of the school through a balanced distribution of work among all teachers	-	-	12(10)	36(30)	72(60)
2. I feel my responsibility is in line with the school's original goals	-	12(10)	-	36(30)	72(60)
3. I think the principal is always aware of the latest developments regarding national education issues	-	-	12(10)	36(30)	72(60)
4. I strongly believe that the principal is ready at any time to face any form of drastic change of instructions received from the superiors	-	-	12(10)	36(30)	72(60)
5. I believe the principal is very appreciative of his students despite their different levels of ability and ability in learning	-	-	12(10)	36(30)	72(60)
HIGH EXPECTATIONS					
1. I feel that a person's desire to dedicate himself to a school is a reasonable Action	-	-	12(10)	36(30)	72(60)

2. If I get a better job offer elsewhere, I think it would be very reluctant to leave this school	-	-	24(20)	24(20)	72(60)
3. I was brought up to believe in the importance of continued loyalty to a school	-	-	24(20)	12(10)	84(70)
4. I feel that maintaining the good name of the school is a priority for all teachers	-	-	12(10)	24(20)	84(70)
5. I feel that maintaining the good name of the head of the organization is very important and a priority	-	-	12(10)	24(20)	84(70)

POSITIVE REINFORCEMENT

1. One of the main reasons why I continue to work with this school is because it requires sacrifice to get out. Other schools may not be able to match the benefits I received here.	12(10)	-	24(20)	12(10)	72(60)
2. I feel that a person should be loyal to the leader of his organization	-	-	24(20)	12(10)	84(70)
3. I have a sense of belonging to this school ☑	-	-	24(20)	12(10)	84(70)
4. I feel like I am a part of this school	-	12(10)	12(10)	12(10)	84(70)
5. This school gave me valuable experience	-	-	12(10)	12(10)	96(80)

MONITORING OF THE DEVELOPMENTS OF SKPMG

1. I think teachers really need to plan well every time the teaching and learning process will happen	-	-	24(20)	36(30)	60(50)
2. I believe that the teaching and learning process needs to use an approach based on student ability because each student in the class has a different level of ability	-	-	24(20)	24(20)	72(60)
3. I strongly believe that the student-centered teaching and learning process (PDPR) is the real PDPR process to unearth students' talents	-	12(10)	12(10)	36(30)	60(50)
4. I understand very well about the teaching method of the 21st century and need to be applied to the students	-	-	24(20)	48(40)	48(40)
5. I know how to encourage students to think positively during the PDPR process	-	-	24(20)	48(40)	48(40)

DYNAMIC ORGANIZATION

1. I don't feel like a member of this school family	60(50)	-	24(20)	-	36(30)
2. I found that the value of self-reliance such as belief, holding, attitude and	-	-	36(30)	24(20)	60(50)

others are equivalent to the value of my school

3. Working at this school means a lot to me personally	-	-	24(20)	24(20)	72(60)
4. I feel proud to tell others that I am a part of this school	-	-	24(20)	24(20)	72(60)
5. I have a high common feeling towards this school	-	-	24(20)	24(20)	72(60)

Table 7 Summary of the selection of questionnaire answers related to the level of school effectiveness

Variables	Professional leadership	Sharing vision and goals	High hopes	Positive reinforcement	Monitoring the development of SKPMG	dynamic organization
Mean	4.30	4.48	4.52	4.44	4.26	4.00
Standard deviation	0.923	0.720	0.721	0.914	0.811	1.003
Interpretation stage	Height	Height	Height	Height	Height	Height
Average Score = 4.33						
Mean standard deviation = 0.849						

c) Third Research Question

The level of relationship between principals' transformational leadership practices and the level of school effectiveness in Petaling Utama district schools, Selangor.

Table 8 details the analysis and findings related to the relationship between the principal's transformational leadership practices and the level of school effectiveness among teachers. From the table, it can be seen the value of P-Value, Sig. (2-tailed) between the principal's transformational leadership practices and the level of school effectiveness is $0.0001 < 0.05$ which shows that there is a significant relationship between the two variables. Also based on Table 8, it was found that the overall variable of the principal's transformational leadership practices showed a correlation coefficient value of 0.837 in a very strong relationship with the level of school effectiveness among teachers. This is a strong positive correlation, meaning that a high principal's transformational leadership variable score corresponds to a high school effectiveness variable score (and vice versa).

The level of school effectiveness will increase if the principal's transformational leadership level is always at a good and excellent performance. On the other hand, the level of school effectiveness will be low if transformational leadership skills are not possessed by the school principal. The results of this study are consistent with the study of Zakaria et al. (2021) who found the level of transformative leadership of school leaders and the level of school effectiveness to be at a high level, with scores ($M = 4.17$, $SP = .604$) and ($M = 4.19$, respectively, $SP = .613$). Likewise with the correlation analysis of the results of the study, which shows a very strong and significant relationship ($r = .89$, $p < .01$) for transformational leadership and

school effectiveness. The findings of this study are also further strengthened by the findings of a study by Leithwood (2006) who found that leaders influence the state of the school through several things, namely the achievement of a common vision and purpose for the school, their high expectations and support for school members, practices that strengthen school culture and foster cooperation in organization which in turn can help improve the level of school effectiveness.

Table 8

Pearson Correlation Values between the Principal's Transformational Leadership Practice Variables With the Level of School Effectiveness

Variables	School effectiveness level	Connection
Transformational Leadership Pearson Correlation Significant (2-tailed)	.837**	Very strong
	.000	
	120	

**Significant at the $p < 0.05$ level

Implications and Conclusions

The conclusion from the results of the study is that the level of transformational leadership of the principal, the level of school effectiveness and the relationship between these two variables have been identified in line with the objectives of the study. All aspects of the study variables are at a high level where the principal's transformational leadership level of the motivational inspiration item shows the highest mean score value of 4.56. The results of the study also found that the transformational leadership factors of charismatic items, increased influence, individual consideration, intellectual stimulation and motivational inspiration can significantly affect the level of school effectiveness among teachers in Petaling Utama district schools, Selangor. The level of the principal's transformational leadership practice is high. If you look one by one according to the dimensions, it also shows that it is at a high level. The level of school effectiveness is also at a high level. The relationship between the two is positive at a very high correlation.

Based on the research data there is also only one question that shows a surprising result where there are 60 respondents (50%) teachers who feel they are not like one of the members of the school family. This is an issue that needs to be addressed by principals to prevent teachers' performance from being affected and the school's effectiveness to be affected. The principal's leadership can be further improved because the teacher's perception shows the leadership behavior played by the principal. As a recommendation, the researchers think that there is still room for improvement, which is that training workshops must be organized for all principals in each state to improve the quality of leadership in the field of human relations, interpersonal skills and technical skills. This sensitivity training can help principals to become

more focused on human relationships. These skills and knowledge can be used to motivate teachers, administrators and school staff. Since effective leadership is the basis for continuous school improvement, with a high level of transformational leadership practices among principals and a high level of school effectiveness, it is expected to improve the administration of school leadership and the achievement of good performance among teachers continuously in the future. In conclusion, a principal should always be flexible and able to model a leadership style when faced with challenges and problems, so that the effectiveness of the school is always excellent. A school that always gets high success is indeed led by a principal who has the six items of charismatic transformational leadership, has increased influence, individual consideration, intellectual stimulation and motivational inspiration to the teachers and school staff under his leadership.

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