

Transformational Leadership among School Principals in Malaysia

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Abstract

In the field of education, transformational leadership is a leadership style that is practiced in schools. This is very important because the principals are leaders for their schools. As leaders, they must translate the vision and mission to become a reality. Researcher want to identify the level of leadership is practiced among the principals in Malaysia. The instrument will be used in the questionnaire the researcher of this study is "Multifactor Leadership Questionnaire" (MLQ).

Keywords: Transformational leadership; labor productivity; Principle; Transactional leadership; Job satisfaction; Multifactor Leadership Questionnaire (MLQ)

1 Introduction

Malaysian Education Development Plan (2013-2025). The plan is built on international standards are rising, rising aspirations, and expectations of parents and society to basic education in preparing young people to cope with the needs of the 21st century. Ministry of Education is very concerned about this leadership to achieve success in an organization. The role of the leader of a very high impact in addition to other factors that have contributed to the success of the organization. From these leaders will create a variety of leadership styles that can shape an organization. This leadership style also affect substantially the workers to achieve or meet the goals of the organization.

To achieve this, of course, the teacher is the main generator which is mandated to educate the new generation. The teaching profession should not be regarded as a career can be pursued by anyone because only those who have the quality, skills, integrity, decency, enthusiasm, commitment and spirit to qualify as a teacher educator (Junaidah, 2013). It is enshrined in the Transformation Blueprint fourth shift teaching as a profession of choice. Nevertheless, the ability of teachers will depend on the management and administration of the school. Results of previous studies show that teachers who are not satisfied to contribute to the low labor productivity, while the teachers are satisfied also have high work productivity (Zembylas, 2003). Teacher job satisfaction is also closely linked to the involvement in decision-making, autonomy at work, environmental conditions of employment and progress in student achievement (Pearson & Moomaw, 2005; Ingersoll, 2001).

According to Bennett (1974), most of the principal tasks of management tasks that require the skills to manage the school. This is supported by Nwanko (1982) which stresses the importance of effective leadership is needed in schools. But school leaders are constantly faced with the constant pressure to improve the standard and school improvement. This is because the school is an important agent in the development of future generations (Rahimah, 2005). The success of a school depends on the leadership style practiced in school (Hussein, 2005). Effective leadership is fundamental to continuous school improvement (Mujjis & Harris, 2007; Abdul Ghani & Anandan, 2009).

2 Literature review

2.1 Transformational Leadership Theory

One of the theories that emphasize the most comprehensive change and leadership is associated with the theory of transformational leadership (relationship-oriented) and transactional (task-oriented) by Bass (1990). The initial idea of transformational and transactional leadership style was developed by James MacFregor Gurns to apply them in a political context. These ideas continue to be introduced into the context of the organization by Benard Bass.

At an earlier stage Burn (1978) introduced the concept of transformational leadership style as a process in which leaders and workers are interdependent on each other to improve morale and motivation to a higher level. He also relates that transformational leaders are individuals that ideal and have high moral values, especially in the aspect of justice and equality.

While Den Hartog, Van Mugen and Koopman (1997) argues that leadership is a form of leadership that inspire his followers to do something beyond his abilities and capabilities are wont to do. Leithwood (1998) also, through transformational leadership model is not a form of centralized leadership style of leadership but it is shared with workers. Transfomasional leadership style is also able to expand and increase the desire to learn or care, generate awareness and acceptance among employees the vision and goals of the organization (Yammarino, Spangler and Bass, 1993)

Burn (1997) suggested that transformational and transactional leadership styles can be broken down and both are conflicting leadership styles. But transformational and transactional leadership is very important and necessary in any organization. Burn (1997) developed the concept of transformational and transactional leadership based on Maslow (1954) concerning the hierarchy of human needs. According to Burn (1997) which relate to matters that meet the needs of lower labor such as physiological needs and security can only be met through the practice of transactional leadership style. Instead Keller (1992) suggests that higher requirements, such as self-esteem and self-actualization can only be fulfilled through the practice of transformational leadership style.

Jamilah (2016) explains the higher the transformational leadership practices prevailing among the leaders of the school, the higher the level of teacher quality can be produced. This clearly shows that transformational leadership practices to assist in the formation of skills and increase the quality of teachers, and this makes the learning process more effective and conducive. This finding coincides with the fact Taylor, Psotka and Legre (2015) who found that a leader who adopt transformational leadership can improve the communication skills of employees thus increasing the quality of labor. These findings also support the findings Politis (2002) who found transformational leadership affects the personality of workers, organizations and improve the quality of workers. Therefore, transformational leadership can be shown at the beginning of this training so that leaders can promote the process of better teamwork and encourage working towards achieving the goal of the team Dionne, Yammarino, Atwater and Spangler (2004).

The findings are in line with findings by Dionne et. al that found inspiration motivational dimension affects towards increased commitment and quality as well as the team's progress. Similarly, the dimensions of individual consideration and intellectual stimulation that helps teams improve communication and conflict management. Next, the charismatic dimension (Nature), Charismatic (behavior) and Motivational Triggers dimensions, the findings show that it has a low but significant to the quality of teachers. It is contrary to the findings of several previous studies that yield significantly different (Bass & Riggio, 2006). However, there are also studies that show a very weak relationship such as that produced by Jabnoun and Rasas (2005).

Success of a school depends on the involvement of all stakeholders, especially teachers and school principals (Fullan, 2011). This is due to produce excellent human capital and distinction, each school should pay attention to the various branches depends on the talent edge belonging to the teachers and students (Muhyidin, 2013). This is in line with the wishes and goals of the government to emphasize the transformational leadership practices among school leaders to realize the Malaysian Education Development Plan (2013-2025) through the second wave (2016-2020).

3 Methodology

In this study all aspects of research methodology will be described to explain these relationships, including the design of the study, model study, the study sample, the instrument used to collect data, pilot studies, procedures for conducting the review, and how the data were analyzed by using statistical methods. To measure transformational leadership practices among the principal researcher will use the Multifactor Leadership Questionnaire (MLQ), which was founded by Avolio & Bass (2004).

3.1 Research Design

This research is quantitative and opinions wedge cross applied in this study because it is able to explain quantitatively on a population with a review sample of the population

concerned (Cresswell, 2009). The sample will be selected by simple random sampling method. This method was chosen because it allows every member of the population has an equal chance to be selected. The instrument used for data collection in this study is a set of standardized questionnaires. The advantage of using this questionnaire is in terms of the ability to simplify the research process (Sidek Mohd Noh, 2003). The score will be derived from standardized questionnaires are easier to convert into quantitative form and categorized.

3.2 Data Collecting Procedure

For this study the researcher will conduct several procedures. , Researcher will obtain the written consent of Educational Planning and Research Division (EPRD), Ministry of Education and the State Education Department Kedah. Researcher will go to school to study to meet and discuss with the principal in relation to the review to be carried out. The questionnaire will be distributed by the researcher to school and study to be recovered in five to eight days. Distribution and collection of questionnaires carried out by a teacher who is determined by the principal to facilitate management. For this purpose the researcher intend to ask for help from school counselors. The questionnaire collected will be reviewed in advance to ensure proper respondent in accordance with the instructions and give all the information required by the researcher. If there are questionnaires that are incomplete or not in accordance with the instructions as required by the researcher, the questionnaire will be considered defective. All returned questionnaires will be processed and analyzed.

3.3 Dimension of Transformational Leadership

Transformational leadership style can be divided into four dimensions. Each dimension will measure certain areas. This is how this affects the dimensions of transformational leadership. among the principle.

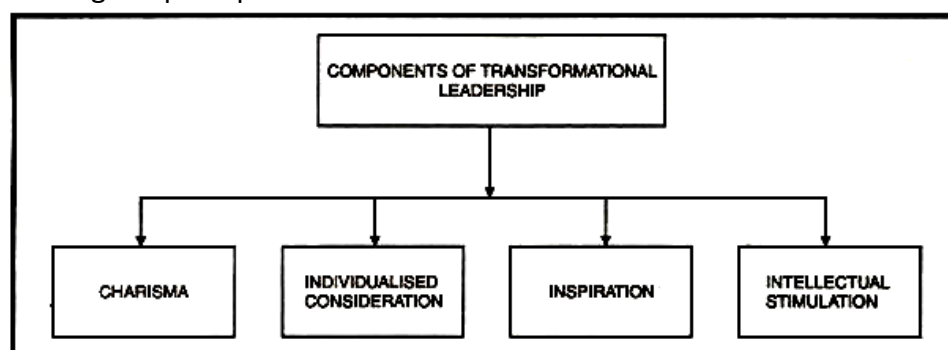


Figure 1. *Charisma*

Idealized influence meaning that a transformational leader must charisma to influence subordinates to react to follow the leader. In the form of concrete, charisma is evidenced by the behavior of an understanding of the vision and mission of the organization, has a solid stance, commitment and consistency to every decision taken, and appreciate subordinates. In

other words, a transformational leader to be a role model to be admired, appreciated, and followed by his subordinates

Individualized consideration

Individualized consideration means the character of a leader who is able to understand individual differences subordinates. In this case, transformational leaders are willing and able to hear our voices, educate, and subordinate. In addition, a transformational leader is able to see the potential and the need to expand the performance of subordinates and facilitate it. In other words, transformational leaders are able to understand and appreciate the needs of subordinates and subordinates by taking into account the desire of achievement and developing subordinates

Inspiration

Inspiration means the character of a leader capable of implementing high standards but also to encourage subordinates to achieve those standards. Characters like these can generate optimism and enthusiasm from subordinates. In other words, a transformational leader continues to inspire and motivate subordinates.

Intellectual stimulation

Intellectual stimulation transformational character of a leader who is able to encourage his subordinates to solve the problem carefully and rationally. In addition, this character encourages his subordinates to find new ways lbih effective in solving the problem. In other words, transformational leaders capable of promoting (stimulating) subordinate to always be creative and innovative.

4 Conclusions and future research

Researcher hope this study can identify the level of transformational leadership among school principals. The finding may also reflect the extent to which the truth of the theory of transformational leadership. This leadership style will be seen whether the impact on the education system in Malaysia. The researcher plan to study the relationship between transformational leadership with a commitment to society together

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