

Effect of Transformational Principal Leadership Style on Teachers Commitments and School Achievement

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Abstract

Very important role as a driving force to all school staff to achieve the objectives that have been designed. A study was conducted to determine the level of school principal transformational leadership with the Religious Secondary School and Teachers Commitment on School Organizational. This research using survey method using questionnaires circulation. The questionnaire used in this study is divided into three parts. The first part of the questionnaire are questions about the demographics of the respondents. Part two of the study question, is 20 items teacher commitment dimensions (1990). While the third part of the research question contains 20 items that describe the transformational leadership style based on instruments built by Bass and Avolio (1995). A total of 217 respondents had cooperated in the success of this study and two types of statistics that were used descriptive statistics and statistical inference. The study descriptively indicate a majority of respondents tend to stimulate the intellectual dimension (6:09 min) compared to trigger motivation dimension (5.98 min), the dimensions of individual consideration (5.88 min) and the charismatic dimension (mean 5.40). Stimulate intellectual is the fourth dimension contained in transformational leadership. T tests conducted found no significant difference between organizational citizenship behavior and gender ($t(97) = 1.561, p > 0.05$). However, the correlation test showed a significant relationship

between transformational leadership with ($r = 0.431$). In relation to the roles and responsibilities of principals also need to be changed from time to time and they have to try to change according to time and circumstances. If a principal has the characteristics of effective leadership, the mission and the vision to make an excellent school will be achieved. Conversely, if a principal has the characteristics of a weak leadership that will come an unfavorable impression on the achievement of a school.

Keyword: Transformational Leadership, Commitment of Teachers, School Achievement, School Principals

INTRODUCTION

Malaysia's education system is based on the National Education Philosophy aims to produce a balanced in terms of physical, emotional, intellectual, and spiritual endeavor and thus serve as a productive citizen who is able to support the vision and mission of the country. To realize the Ministry of Education has created and established the Sekolah Menengah Kebangsaan Agama (SMKA) as a platform to produce a balanced human capital capable of administering and continuing agenda to achieve developed nation status by 2020. Since its inception, Sekolah Menengah Kebangsaan Agama (SMKA) has good show academic performance so that it becomes a choice among parents to put their children's schooling.

Excellence children in education is a major goal of the parents. In fact, parents are willing to spend money to ensure that children get the best education such as paying tuition fees, buy reference books, and computer and internet facilities related to education (Yusof Harun, 2008). So high is the quality of leadership that is needed to manage and administer the schools to create a generation of quality (Musa 2002). The progress of a school is often linked with good administrator and student learning depends on good leadership in which teaching and learning occur (Shahril 2000; Peter Neil et al. 2001).

The success of a school depends on the leadership style practiced in a school (Hussein Mahmood, 2005; Mortimore, 1997). According Leithwood & Jantzi (1996), in school there are six main categories of leaderships are teaching leadership, transformational leadership, moral leadership, participation leadership, management leadership and leadership contingency. However, in recent years the challenge of restructuring schools and uncertain environment in the field of education resulted in a change of teaching school leadership to leadership transformation (Leithwood & Jantzi, 2000). This change is evident if observed studies on leadership transformation ever undertaken by Burns (1978) and Bass (1985) up to the study that was done by Leithwood and Jantzi (1990, 1999 & 2000) and Leithwood (2004), which is often associated with improving effectiveness.

The focus of this study was to examine the relationship between transformational leadership of the schools with teachers 'commitment to students' academic performance. Several studies have been conducted showing that there is a relationship between leadership style with employee commitment.

Studies related to school leadership found that the principals can influence and motivate teachers and students to achieve high academic performance and also good social awareness by adopting a transformational leadership style (Hoog, Olof & Olofsson, 2005). Similarly, a study by Moran & Gareis (2004) who found the efficacy principals affect school performance as a whole. Supported by the John A. Ross & Peter Gray, (2006) state schools with higher levels of transformational leadership has a collective teacher efficacy and student performance is higher. Improving the practice of transformational leadership in schools contributed small but important for student achievement overall.

ISSUES

In this study, the concept of transformational leadership defined by Burns (1978), Bass (1985) and Leithwood (1996) will be adopted. According to Burns (1978) describes four dimensions of transformational leadership embodied in the charismatic dimension, considerate individual dimension, the dimension of intellectual stimulation and inspiration motivation dimension.

Bass (1985) always connecting transformational leadership style of effective leadership and working to change the perception and motivation and commitment of subordinates and organizational excellence. Leithwood (1996) have found that transformational leaders in school gives emphasis to achieve three main objectives, namely to help teachers establish, expand, and maintain a professional work culture and the spirit of cooperation, to foster the professional development of teachers and help solve problems effectively.

Each year the government allocated for the education sector, RM39.5 billion (2011) and RM50.2 billion (2012). Government willingness to invest a lot to prove that education is an area that is very important to make Malaysia as a Regional Centre of Excellence in addition to produce a balanced line with the National Education Philosophy. Thus, a very heavy responsibility lies on the shoulders of school principals. This is because the school is fundamental to the commencement of formal education of the individual. Therefore, to ensure educational walk on the right track school needs a leader who is capable of generating educational excellence.

Based on the analysis of the PMR results for the last two years show achievement Average Grade (GPS) lower school achievement study compared Imtiaz School under the auspices of Yayasan Terengganu although enrollment is the same quality (Source: Analysis Examination Terengganu Education Department, 2009 and 2010). Therefore felt a study should be conducted to determine whether there is a lack of contact with the school's leadership and commitment of the teachers.

Past studies indicate school principals affiliated with academic success, either directly or indirectly. (Hallinger, 2003; Mortimore, 1993; Turkey & Smith, 1984). According to Hussein Mahmood (1993) that the leadership of the principal or teachers are the key to the success of a

school. (Bass & Avalio, 1994; Cheng, 1997; Leithwood, 1993) suggests the need for changes to the transformational leadership style because it is the best way in order to implement the education reform schools and improve school performance.

According to (Leithwood & Jantzi, 2000; Button, 2003), the school's practice of transformational leadership at the highest level will benefit as the success and changes in the school and the school will create a more effective education system today. Reyes (1992) states that low teacher commitment have a negative impact on students' academic achievement. This is supported by a study by Ross & Gray (2004), which states there is a positive correlation between teachers' commitment to student achievement and schools and so on. Leithwood & Jantzi (2005) says that among the factors that affect a large enough student achievement is teacher commitment.

Many studies have been conducted by researchers associated with transformational leadership principals or headmasters but still less research related to leadership of graduates of religion. Therefore, this study aimed to explore the relationship between transformational leadership SMKAs principals with teachers' commitment to their school organization. The general objective of the study was to determine the relationship between transformational leadership principals with organizational commitment among teachers and school achievement.

METHODOLOGY

This study was done on administering principals in SMKAs in the state. The population in this study is the number of all teachers in six schools in Terengganu SMKAs. SMKA Sheikh Abdul Malik has a total of 103 teachers, SMKAs Durian Guling 89 people, 73 people SMKAs Kuala Abang, SMKA Tok Jiring 80 people, 70 men and Territorial SMKAs SMKAs Nurul Ittifaq 87 people. The total number of teachers in these six SMKAs is 502 people. The number of samples plays an important role in enabling research results are used to make generalizations to the population. Thus the number of samples is determined by the sampling schedule according to population (Krejcie & Morgan, 1970). Thus the number of samples in this study were 217 teachers. The selection of random samples made easier because the population is homogeneous type.

The instrument used in this study was a questionnaire. Items that are used in the form of closed questions where the answer choices given. This questionnaire is divided into three parts, namely Part A, Part B and Part C.

Part A contains demographic questions respondents. The goal is to get an analysis of the demographics of the respondents such as gender, status, work experience and qualifications of teachers whether academic teachers or teachers of religion. Part B contains a questionnaire on transformational leadership. This questionnaire is based Multifactor Leadership Questionnaire (MLQ) Form 5X - short developed by Bass and Avalio (1995) to study the transformational

leadership style of principals. This questionnaire has been translated into the Malay language as to the suitability of the respondents without altering the meaning. Measurement scale used is ordinarily. Respondents would choose an answer based on 5 Likert scale 0 - never, 1 - occasionally, 2 - sometimes, 3 - often 4 – always.

MLQ 5X- short questionnaire consisting of 45 items used to test transformational leadership and transaction. Research questions based on four dimensions of transformational leadership that is ideal effect, individual consideration, intellectual stimulation and motivation outburst amounted to only 20 items. Of these, questions charismatic dimension 8 item, item 4 individual consideration, intellectual stimulation and spark motivation 4 items 4 items. The composition of the item to study transformational leadership made improperly to circumvent the respondent can detect the dimensions of the research question.

DISCUSSION

The results showed no significant differences in demographic characteristics of respondents and organizational commitment among teachers. Therefore the findings in line with the findings reported by Nijhof et al. (1998) which is generally characteristic of personnel does not play an important role in determining organizational commitment.

The t-test it was found that there was no difference in the level of commitment to the organization between male and female teachers. This suggests that each teacher has the same commitment to the organization of their schools. It is consistent with the study by Kamsiah (2003) found that gender had no significant relationship with organizational commitment. Feature genders no significant difference showed high commitment and excellent work culture which has been shown by teachers SMKAs for maintaining excellence their schools.

Similarly, a study by Steers (1977) and Mowday et al (1982) found that age and gender have no correlation with commitment. Ali Nina (1996) found that organizational commitment is not affected by age and marital status of workers and supported by the Daisy (1992) stated that there was no relationship between personal characteristics such as age, gender, level of education and the employment of employee commitment to the organization.

This study also showed that there were positive and significant relationship between transformational leadership principals and teachers' commitment to the organization SMKAs schools in Terengganu. Thus the principals who practice transformational leadership behaviors can increase the commitment of the teachers under his leadership. Many studies have indicated a significant relationship between transformational leadership and organizational commitment (Chu, 2006, Emery and Barker, 2007; Erkutlu, 2008; Hamel, 2007; Limsila and Ogunlana, 2008; Washington, 2007).

Another opinion is that this research supports the conclusion that can be made through research on transformational leadership in China, Kenya and Thailand that it had a positive

impact on employee commitment and negative impact on the 'turnover' workers (Wang and Walumbwa, 2007).

Studies conducted in the past year also showed a positive and significant relationship of transformational leadership and commitment among employees, according to Nelson and Quick (2009), organizational commitment is the strength of an individual can be identified within an organization. Individuals also tend to not give up easily under pressure and they are willing to do anything in order to assist and promote their organization (Breitner and Kinicki, 2007). In a study of leadership relationships traffic enforcement officers in Turkey (Ozbara, 2010) concluded that transformational leadership has a positive relationship with organizational commitment.

Based on the findings of a study that was conducted clearly shows that transformational leadership is the best way to make changes to the school environment. This is because the leadership has the knowledge and skills to adapt continuously to changing circumstances (Chou Lin, 1999).

Transformational leadership has a number of criteria such as more flexible, open-minded, sensitive to individual needs, encouraging active participation and teamwork, partnership in decision-making, and have a high tolerance (Stone, 1992). This behavior is very important in improving motivation and commitment. According to Emery and Barker (2007), job satisfaction and organizational commitment dimension associated with the transformation of charisma, intellectual stimulation, and individual consideration leader. Transformational leadership behaviors increase employee commitment (Lagomarsino, 2006).

CONCLUSION

Overall, the results of this study indicate the principal transformational leadership practices SMKAs in Terengganu is at a high level. Similarly, the level of organizational commitment among teachers SMKAs is at a high level. In this study, which looked at the relationship dimensions of transformational leadership and commitment components found no significant normative commitments. Thus principals should apply values to the teacher as by Johns and Saks (2001) normative commitment can be nurtured by instilling positive values for employees to help build a sense of responsibility. Conclusions can be drawn from the results of this study showed that transformational leadership can enhance teachers' commitment and loyalty to the school.

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