

**THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP
WITH EFFECTIVENESS LEVEL AMONG SECONDARY
SCHOOL TEACHERS IN TERENGGANU**

Abdullah Ibrahim

Yahya Don

Universiti Utara Malaysia (UUM)

06010 Uum Sintok

Kedah, Malaysia

Tel: +60199657060

Emel: toksetiu@yahoo.com

ABSTRACT

This study aims to determine the relationship between transformational leadership with effectiveness level among secondary school teachers in Terengganu. This study aims to examine the level of transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and Besut in Terengganu. Examine the differences between transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and examine the relationship between transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and Besut in Terengganu based on gender and work experience. The method of this survey was using questionnaires which is involved 150 respondents from 40 secondary schools in Setiu and Besut districts in Terengganu. The questionnaire used in this study is divided into three parts. The first questionnaires' part are questions about the demographics of the respondents. Discussion was made based on the three issues that have been documented. This study was only conducted in schools around Setiu involving 150 teachers including 40 schools. The results showed that transformational leadership style affect the effectiveness of educational leadership among teachers in secondary schools compared to transactional leadership and laissez-faire. Based on the analysis that has been done, the effectiveness of transformational leadership and educational leadership show a high level with the mean score ($M = 4.38$) and ($M = 4.00$). Besides, there are no significant and positive difference between transformational leadership and the effectiveness of educational leadership among teachers based on gender and teaching experience. Overall, the results of this study showed transformational leadership that practiced by teachers are effective to their educational leadership, regardless of gender or periods of teaching experience.

Keywords; transformational leadership , educational leadership, teacher.

1. INTRODUCTION

Schools has experienced various innovations and very large systems changes in education. It starts from the old school infrastructure's model to a new model aim to improve the quality of school achievement (Taliadoru & Pashiardis, 2010). The education system in Malaysia is also undergoing a process of transformation and improvement from time to time to ensure the quality of education is at a higher level. According to statistics issued by UNESCO in 2009, Malaysia was ranked eleventh in the list of 137 countries that allocate the highest spending on the education sector. On average, the allocation to the education sector in Malaysia for decades is about 25.2 percent of the total state budget, makes the education sector received most from the government (Muhyiddin Yassin, 2010).

Teachers should have skills in managing the classroom and their students to improve effective teaching and learning. Skills such as classroom management is crucial in implementing effective teaching and learning activities, because of positive learning environment can encourage students to actively participate in learning activities (Shawer, 2010).

This goal can be achieved by implementing a concerted effort to improve school performance through continuous improvement in the quality of teachers, the absorption of innovation and creativity in teaching and learning, and foster a culture of effective school leadership. By that, effective and influential leadership education among teachers has been identified as one of the important factors in education system's development that will determine the success or failure of any school organization (Zahed & Rajabi, 2009; Parker & Sorensen, 2008).

Zahed and Rajabi (2009) stated that leadership style is one of the effective factor and most complex task in management to improve the effectiveness of the organization. Leadership is a process that an individual influences a group of individuals to achieve a common goal in a certain way (Joseph, 2007). In this study, teacher as a leader in classroom plays an important role in influencing student's academic achievement and improve student achievement at the highest level. In this process, teacher is a leader and student as follower will work together to achieve their goals, academic achievement and school performance (Taliadoru & Pashiardis, 2010; Zahed & Rajabi, 2009; Parker & Sorensen, 2008; Joseph, 2007).

This shows that transformational leadership plays an important role in the effectiveness of educational leadership among teachers. Besides, working to change the perception and student motivation that leads to organizational excellence (Bass, 1985). Several studies have shown that transformational leadership affects effective leadership education among teachers and help improve students' academic achievement (Kanesan Abdullah Abdul Ghani, 2010; Demir, 2008; Aziah Ismail, Abdul Ghani Kanesan Abdullah & Abdullah Saad, 2006). According to Burns (1978), transformational leadership lead to leader's behavior that try to influence the subordinate to enhance their motivation and loyalty in achieving the organization's goals.

Therefore, the aim of this study was to investigate the relationship between transformational leadership with the leadership of the effectiveness of secondary school teachers Setiu and Besut district in Terengganu. This study focuses on teachers' transformational leadership to improve their leaderships' effectiveness in classroom management for effective learning, and improve students' academic achievement and personality.

2. ISSUE

The issues that related to social issues and students discipline have a significant relationship with student's academic performance. (Fatima Ali, 2007; Azizah Nordin, 2002). Lately, deterioration of student's discipline that related to truancy, drug abuse, smoking, fighting, *Mat Rempit* issue are widely discussed and bothers everyone. This is because, their behavior is contrary to the social and cultural values of Malaysia society (Rozmi Ismail & Norhayati Ibrahim, 2007).

This study shows that the teachers' leadership style plays an important role in improving teaching and learning quality, and improve the quality of academic achievement, character and discipline (Taliadorou & Pashiardis, 2010; Zahed & Rajabi, 2009; Aziah Ismail, Abdul Ghani Kanesan Abdullah & Abdullah Saad, 2006). According to Parker and Sorensen (2008) the success or failure of any education organization is depends on teachers' effective leadership style, then the individual should have skills to motivate and influence others to achieve the organization goals to the level of higher performance (Zahed & Rajabi, 2009; Joseph, 2007). Because of that, the relationship between transformational leadership and the effectiveness of teacher leadership, and the impact on academic achievement, character, and discipline should be explored.

Generally, there are a lot of theories and models that have been built and put forward to explain about the effectiveness of teacher leadership and transformational leadership. Among them are *Great Man Theory* (Carlyle, 1841), Contingency Theory (Fiedler, 1978), Path-Goal Theory (House, 1971), Transformational Leadership Theory (Burns, 1978; Bass, 1985) and High Performance Theory (Sergiovanni, 1992).

According to Bass (1985), 'Multifactor Leadership Questionnaire' (MLQ) is built based on transformational theory to measure the behavior of transformational leadership and transactional leadership (Bass, 1995; Bass & Avolio, 1990). Based on the MLQ, there are four dimensions of transformational leadership charismatic, which are charismatic (charismatic attributes and charismatic behavior), sparking motivation, intellectual stimulation, and individual consideration. While there are three indicators to measure the effectiveness of leadership namely commitment, effectiveness, and satisfaction.

Several studies have been conducted in Malaysia to explain the level of the effectiveness of teacher's leadership by using some different variables context, which is commitment of teacher's quality and self-effectiveness (Kanesan Abdullah Abdul Ghani, 2010; Aziah Ismail, Abdul Ghani Kanesan Abdullah & Abdullah Saad, 2006). Several literature reviews provide a different view of the relationship between transformational leadership and level of the effectiveness of teacher's leadership. Among the studies that have been conducted states that transactional leadership that use contingency approach has effectively proved and showed a positive significant relation with the subordinates' performance than transformational leadership (Kezar and Eckel, 2008). There are also studies stated that the effect of effective transformational leadership does not show good academic achievement (Barker, 2007).

Therefore, it is important that a study should be conducted to clarify the relationship between transformational leadership and the effectiveness of teacher leadership in the effort to improve academic achievement, co-curriculum, discipline and personality of students using MLQ questionnaires which was built by Bass and Avolio. In general, this study aims to examine the relationship between transformational leadership with leadership effectiveness level among secondary schools' teachers in Setiu and Besut district in Terengganu.

In particular, this study aims to:

- a) Examine the level of transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and Besut in Terengganu.
- b) Examine the differences between transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and Besut in Terengganu.
- c) Examine the relationship between transformational leadership and the effectiveness of secondary school teachers' leadership in Setiu and Besut in Terengganu based on gender and work experience.

3. METHODOLOGY

This study was conducted in secondary schools in Setiu and Besut, Terengganu. The study population involved all teachers who teach in secondary schools of this area, totaling 918. According to Fraenkel and Wallen (2006), the population to be investigated by researchers and used as a basis for making generalizations are rarely to be obtained. Therefore, the number of samples determined in certain studies are very important to make sure that the samples can be representative to the population studied (Najib, 1999). In this study, a total of 269 people were involved to represent the population. According to Roscoe (1975), the sample size is greater than 30 and less than 500 is suitable for research.

4. DISCUSSION

Discussion was made based on the three issues that have been documented. This study was only conducted in schools around Setiu involving 150 teachers including 35 schools.

4.1 Effect of Transformational Leadership on Leadership Education Effectiveness.

The results showed that transformational leadership style affects the effectiveness of educational leadership among teachers in secondary schools compared to transactional leadership and laissez-faire. According to Button (2003), transformational leadership is more effective leadership behavior

towards creating effective schools in the education system nowadays. This opinion is supported by Leithwood, Louis, Anderson and Walhstrom (2004) which showed that transformational leadership bring the change to increase learning through effective educational leadership. Based on the findings of a study that has been conducted shows that teachers who indirectly adopt the transformational leadership increase the effectiveness of educational leadership that bring the changes to increase student achievement either in academic, co-curricular, or discipline and students personality.

4.2 Transformation Leadership and Effectiveness of Educational Leadership Phase.

Based on the analysis that has been done, the effectiveness of transformational leadership and educational leadership show a high level with the mean score (M = 4.38) and (M = 4.00). This result showed that the higher the level of transformational leadership, the higher the level of effectiveness of educational leadership. This finding is supported by research conducted by Kamile Demir (2008) which states that the principal's behavior of transformational leadership found to have a significant relationship with self-efficacy of teachers and develop a positive attitude among teachers to diversify teaching methods in improving school performance (ERIC, 1992).

4.3 Difference of Transformational Leadership on Transformation Leadership Effectiveness of Education on Gender and Teaching Experience.

The result showed there are no significant and positive difference between transformational leadership and the effectiveness of educational leadership among teachers based on gender and teaching experience. In conclusion, teachers who adopt transformational leadership style can indirectly increase the effectiveness of the leadership of their education regardless of gender or teaching experience. This study was supported by Leithwood and Jantzi (2000) which states schools that adopt a high level transformational leadership will get the benefit as the success and positive change.

5. CONCLUSION

Overall, the results of this study showed transformational leadership that practiced by teachers are effective to their educational leadership, regardless of gender or periods of teaching experience. Therefore, transformational leadership practices should be implemented in the Malaysian education system to increase the effectiveness of educational leadership and ensure the quality of education ranked at higher level in line with the education's transformation propagated by the sixth Prime Minister of Malaysia, Datuk Seri Najib Tun Razak.

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