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Study of Transformational Leadership and Teacher Commitment in Malaysian Public Schools

by
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Chapter 1: Introduction

Introduction

Fechter and Horowitz (1991) aptly stated that change is uneasy but inevitable.

The changes in major aspects of human life in the past 30 years have forced changes and reforms in education systems in many developed countries (Abu-Tineh, Khasawneh, & Al-Qamari, 2008), and, the Malaysian public education system is no exception. The process of transformation in public education, which began after Malaysian Independence Day in 1957, has resulted in greater access, quality, and equity. However, challenges persist as change is inevitable, constant, and at par with the rapid progress of the nation.

The Malaysian Ministry of Education identified numerous challenges in the public education system. These challenges included (a) low participation and achievement among students with disabilities and pupils from remote areas; (b) untrained teachers in subjects such as mathematics and science, particularly those teaching in rural schools; (c) ineffective school leaders; (d) lack of empowerment in schools and teachers; (e) ineffective teaching approaches; (f) a disintegrated information system, which results in redundancy in task management; (g) academic achievements that fail to follow the international standard; (h) poor infrastructures and facilities in rural schools; (i) crowded classrooms; and (j) poor working conditions that affect teachers' commitment (Education Ministry of Malaysia, 2006).

In an effort to respond to the challenges, the Education Ministry of Malaysia (2006) introduced the education development master plan (EDMP) for 2006 to 2010, which described the main focus and strategies for the public education system for the present and future. The EDMP had two fundamental goals: to enhance the effectiveness





of educational programs and to strengthen human capital development in preparing competitive human resources to face an escalating competitive global environment (Education Ministry of Malaysia, 2006). As a result, the EDMP brought transformation and changes in public schools involving the curriculum, teaching, learning, cocurricular activities, and school management.

Abu-Tineh et al. (2008) asserted that the most critical element for the success of school reform lies in the school leadership. On a similar note, Fullan (1992) reiterated that, in school reform efforts, the leaders become the key players for providing guidance and solutions to improve students' learning and developing teachers' professionalism. In relation to this, teachers' commitment is seen as an essential element for school reform (Geijsel, Slegers, Leithwood, & Jantzi, 2003).

Leadership is a critical antecedent for organizational commitment. Shamir, Zakay, Breinin, and Popper (1998) proposed that transformational leadership works on the principle of motivating subordinates toward task completion and accepting that leaders' vision and mission represent influencing factors in instilling commitment among the subordinates. Similarly, Bass and Avolio (1994) asserted that transformational leaders instill organizational commitment among their subordinates.

Statement of the Problem

The problem of this study involved the low level of commitment among Malaysian elementary teachers when performing their tasks in four primary schools. The following paragraphs include a discussion of the background and justification for the study, evidence of the problem, possible causes of the problem, description of the setting, deficiencies in the evidence, and intended audience.

Background and justification. As a progressively developing nation, Malaysia



aspired to become a developed nation by 2020. Based on the current global challenges, the Malaysian government introduced the implementation of a framework viewed as a national mission for the purpose of achieving that status (Education Ministry of Malaysia, 2006). The national mission advocated the development of human capital that boasted a first class mentality and capacity building as the main approach applied toward achieving the developed nation status.

The Malaysian government acknowledged the important role of education in order to execute the national mission successfully. Therefore, the Education Ministry of Malaysia took the initiative to prepare a comprehensive EDMP describing the main focus, strategies, and execution plans in current circumstances and for the future of public education. As stated earlier, the EDMP had two fundamental goals: to enhance the effectiveness of the implementation of the educational programs and to strengthen the development of human capital. In realizing these goals, the EDMP outlines the focus of the national education system based on the following grounds: (a) access to education, (b) equity in education, (c) quality in education, and (d) efficiency and effectiveness of education management (Education Ministry of Malaysia, 2006).

The EDMP brought about some major transformations into the schools. This outcome is exemplified in the introduction of new subjects and cocurricular activities, improvement of assessment and evaluation, the strengthening of discipline programs, improvement of teaching and learning methods, expansion of information communication and technology in management along with teaching and learning, the upgrading of physical and nonphysical facilities, and the efforts made in improving teaching skills and teachers' well-being.

The EDMP identified the roles of school leaders and teachers as prime generators



for this transformation at the school level. The success of the EDMP depends on the efficiency and effectiveness of the school's leadership. The EDMP also acknowledges the significance of the quality of teachers and their roles in ensuring the success of this transformation. Therefore, the EDMP suggested that teachers must possess a high level of commitment in performing their tasks based on the new strategies and approaches that have been laid out. Teachers were encouraged to make a change in their functions and roles. They must be creative, innovative, and committed in order for them to be able to produce effective and interesting learning experiences (Education Ministry of Malaysia, 2006).

In the current context in which the Malaysian public education system was undergoing a major transformation, this study offered an opportunity to examine the relationship between effective leadership and teacher commitment, as outlined by the EDMP. According to Segzin (2009), the improvement of schools and the success behind innovation in education lies primarily on teachers' activities, which are associated with the teaching and learning processes. Thus, Tsui and Cheng (as cited in Segzin, 2009) suggested that more studies should be carried out on teachers' conduct and its relationship to their performance in school environments.

Transformational leadership has been recognized as one of the best leadership styles to be adopted for managing challenges in restructuring schools (Barnett, McCormick, & Corners, 2001). Leithwood and Jantzi (1997) stated that transformational leadership has the potential to elevate the level of commitment among teachers. In addition, effective leadership is significant for developing excellent organizations and individuals. To reaffirm this view, Kirkpatrick and Locke (1996) expressed similar views because they promoted transformational leadership as having a constructive outcome on





the followers. Similarly, Walumba, Lawler, Avolio, Wang, and Shi (2005) asserted that, based on 20 years of leadership studies, transformational leaders manage to increase the levels of commitment and satisfaction of their subordinates, in addition to bringing about their concerted efforts.

This study examined the relationship between transformational leadership and the commitment of teachers in a local context. Little research had been done in a Malaysian context related to transformational leadership and teachers' commitment, especially at the primary school level. Most of the researchers selected secondary schools as their subjects of study, and the leadership of principals was examined. Bass (1997) pointed out that transformational leadership is highly appropriate in various organizations, settings, and cultures. However, Yu, Leithwood, and Jantzi (2002) argued that a contextual element had almost been left out in many transformational leadership studies.

This study also examined leadership effectiveness from the teachers' perspectives, which is considered a new approach to leadership research. Tomlinson, Gunter, and Smith (1999) stated that many studies of effective leadership have been done from the perspectives of head teachers and not from people from the other strata of the school society. Writers such as Lambert and Day, Harris, Hadfield, Tolley, and Beresford (as cited in Harris, Day, & Hadfield, 2003) advocated the new perspectives on school leadership by viewing it from the standpoint of teachers. The significance of this study was concluded based on Bass' (1999) review of 20 years of research and development in transformational leadership, in which he asserted, "Much has been done but more still needs to be done before we can fully understand and confidently make use of the full range of transactional and transformational leadership" (p. 10).

Evidence of the problem. Informal interviews conducted with eight of 120





teachers in one of the target schools revealed that some teachers exhibited the following unfavorable behaviors: being absent for no apparent reason, not being in the classroom when they should be, entering the classroom later than they should, teaching without passion, demonstrating tiredness, and appearing stressed in class. Reviews on the current records of teachers' attendance in this school revealed that an average of 5%, or six of 120 teachers, did not attend school every day; in response to this, medical reasons were mostly cited. Reviews of teachers' transfer application records for 2005 to 2009 showed that 10% to 15%, or as many as 12 to 18 teachers, applied for a transfer to other schools each year, and most of the reasons were related to them being under stress and dissatisfied at work.

When asked to provide an explanation to these unfavorable behaviors, they maintained that it was linked with their feelings of emotional stress and dissatisfaction toward their teaching workloads, as well as the endless administrative responsibilities that they were required to fulfill. As for teaching duties, they claimed that the load was too heavy because they had to teach between four and five periods per day and, as a result, had very limited time to plan, organize, and evaluate their teaching. In addition to having to make do with the little time left, they were required to be involved in cocurricular activities in which they sometimes became coaches for sports activities or coordinators for academic and nonacademic clubs or societies. Apart from carrying out the teaching tasks, they also had to perform administrative tasks, such as attending meetings for both the department and school levels, collecting school fees from pupils, attending training sessions related to teaching and nonteaching aspects of their jobs, supervising pupils' discipline, and taking care of the students' well-being.

When asked about the headmaster's leadership, they viewed the headmaster as a





busy person, occupied and constantly engaged in administrative duties (e.g., attending various meetings at school and district levels and managing the operation of the entire school). There was little room for any discussion with teachers to reflect on professional development and self-improvement. According to these teachers, the headmaster was also less democratic and focused too much on improving the school's academic performance as the ultimate goal to be attained by the school. They also explained that the headmaster rarely involved the teachers in making important decisions, although those decisions might have a lot to do with the end result of the tasks at hand. Instead, they received only directives or memos from the headmaster calling for the implementation of the new decisions made. However, they agreed that the headmaster was committed in his task and in coming up with the initiative to achieve the vision of the school. In terms of his personality, the headmaster was regarded as a quiet and serious person.



Research conducted in Malaysian schools provided evidence that the low level of commitment among teachers was indeed caused by ineffective school leadership.

Zubaidah (1999) found that many teachers who were dissatisfied with the way that the leadership of the superiors was projected tended to miss school or become absent from class. Ishak (2001) claimed that many teachers have negative attitudes toward the teaching tasks and, therefore, fail to instill a caring element and other good values in their conduct. In his study of teacher commitment in Malaysia, Ishak found that the low level of commitment among teachers is closely related to the school leaders who similarly show lack of a caring attitude toward the teachers' needs. In a recent study, Jorlah (2009) highlighted a few behaviors that demonstrate teachers' low level of commitment: their unwillingness to teach in rural schools, their reluctance to mark pupils' homework, and their resorting to physical abuse toward pupils, which consequently leads to injuries.





Joriah viewed poor leadership as the main reason behind this demoralization.

Possible causes of the problem. Effective leadership is crucial for a school's effectiveness and improvement. According to Harris et al. (2003) "schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff" (p. 67). On the other hand, ineffective school leadership is not a new issue in the world of public education. Abdul-Shukor (2004) stated that some weaknesses in the school leadership could prevent school management from being effective. Abdul-Shukor reiterated that the most obvious is the leadership style, which is inclined to the bureaucratic model, making leaders vague about their actual roles as commitment initiators and demonstrators for teachers. Prior to this point, Abdul-Shukor (1996), then the Malaysian director general of education, concluded that, based on his observations, school leaders are burdened with an abundance of administrative errands that cause them to overlook their main functions as instructional leaders and as the agents who bring about changes in the school.

Similarly, other research studies in the Malaysian context (Azlin, 2006; Foo, 2003) highlighted the fact that many school leaders adopt the classic management model in managing their schools. The consequences show that they engage in an autocratic leadership style through the adoption of formal rules and regulations in managing the school. Thus, the teachers' psychological needs are abandoned. These leaders focus heavily on academic achievements as an organization goal, and less attention is given for teacher development in school (Chan, 2004; Herbert, 2006).

The commitment shown by teachers is vital for a school's success. In the Malaysian school context, Chan (2000) found that the decline of teachers' commitment is associated with their principals' lack of trust, compassion, and empowerment when





dealing with them. The National Council of Senior Principals (2005), as an influential educational body in Malaysia, reported that declining academic performance and increasing numbers of student discipline problems stem from the low level of commitment shown among teachers. Lokman (2007) asserted that the most prevailing reason for teachers' low level of commitment involved the school leaders who pay little attention to the needs and wants of the teachers. As mentioned earlier, Malaysian public schools were under major transformation. The recently launched EDMP brought about some remarkable changes to the curriculum. Whether or not these changes worked would depend largely on the effectiveness of school leaders in leading and managing the schools as a whole and, in particular, encouraging commitment from teachers.

Leithwood and Jantzi (1997) viewed transformational leadership as the kind of leadership style that is excellent for leading the school in overcoming changes and uncertain conditions. This approach has the potential for building a high level of

commitment from teachers in such an environment. The style also has the potential to develop the capabilities of teachers in responding to the challenges provided by such conditions.

Description of the setting. This study was carried out in four public primary schools in a suburban school district in Malaysia. The suburb had almost 50,000 residents, mostly from the middle-class income group. The primary schools provided elementary education from Standard 1 to Standard 6, with ages of pupils ranging from 7 to 12 years old. The number of pupils in each school ranged from 1,000 to 2,500, and there were 50 to 150 teachers in each school, depending on the size of the school. Two of the study schools were large schools, with more than 100 teachers and more than 2,000 pupils, and two were medium-sized schools, with 75 teachers and about 1,500 pupils.





Each school was led by the headmaster and assisted by three senior assistants in charge of academic, discipline, and cocurricular sections.

Deficiencies in the evidence. Research on the effects of transformational leadership on organizational outcomes, such as organizational commitment in various organizational contexts, is substantial. However, some deficiencies have been found related to the research. Yammarino, Dubinsky, and Spangler (1998) noted that there is substantial evidence from previous research highlighting the effects of transformational leadership in the improvement of followers' competence and commitment. On the other hand, studies that focus on organizational change and organizational outcomes in school contexts are limited (Leithwood & Jantzi, 2000).

In supporting this idea, Nguni, Slegers, and Denessen (2006) asserted that, even though there is substantial evidence on the effects of transformational leadership on the level of commitment within people working in business, military, and health service organizations, the effect is still limited in the school setting, and it is especially scarce in primary schools. In their review of a 10-year leadership research study in educational administration, Heck and Hallinger (1999) asserted that the pattern of school leadership and its effects will continue to be a major focus in the era of schools' accountability and their restructuring. It was their proposition that the research will become more diverse, both theoretically and methodologically.

Leithwood, Jantzi, and Steinbench (1999) asserted that strong evidence exists to support the effectiveness of promoting transformational leadership in schools at present, but they suggested that a lot of work must be done in explaining how such a style would have an impact on the students. The authors suggested that further research should be conducted, particularly on the relationship between transformational leadership and



teachers' satisfaction, teacher commitment, and school culture, as well as on the effects on students' learning.

In the context of Malaysian education research, the phenomenon is rather different. Bajunid (1999) pointed out that transformational leadership is a new perspective because it has not been fully explored. Ishak (2005) concluded that the phenomenon had not changed much and that not many comprehensive and substantial studies had been carried out on the effects of transformational leadership in schools. As a result, many school leaders were not aware of the effects brought about by the leadership style on schools and students. Lokman (2007) also commented that studies on the relationship between school leadership and teachers' level of commitment in Malaysia were inadequate. Based on reviews of the literature, he indicated that, although several studies had examined the influence of the principal's style of communication on teachers' commitment, these studies did not evaluate the leadership approach itself.

On a similar note, Jorlah (2009) asserted that not many comprehensive studies were carried out in the school environment, particularly when comparing the effects of transformational leadership and instructional leadership styles toward teachers' commitment to their job. As a result, she suggested that more comprehensive research should be conducted in order to get a clearer picture and to better comprehend the effects of one or both styles toward teachers' sense of commitment.

Audience. This study involved teachers from four public primary schools serving as the main respondents. The study was designed to gather teachers' perceptions about the transformational leadership approach practiced by the headmasters and determine the extent to which this approach influenced their commitment as teachers toward their respective tasks and toward the school as a whole. It was anticipated that this study would



provide information to both teachers and administrators in their professions and, to be more specific, in their undertakings.

For teachers, this study might provide ideas about how the practices of transformational leadership can be significant in influencing teachers' commitment to fulfilling their tasks. More importantly, teachers would be able to give feedback on when leadership style impacts their career and the functioning of the school.

The headmasters may use the findings of the study to serve as an indicator toward their leadership practices, particularly with respect to transformational leadership. Most importantly, they would be able to see the extent to which their leadership practices have influenced the level of commitment of teachers in fulfilling their tasks.

The Role of the Researcher in the Education System

The researcher was a member of the parent-teacher association in a school selected to be one of the schools under study. Being a parent, he was responsible for supervising the academic progress of his two children. It was a common practice for him to talk to the children's subject and classroom teachers when there were issues to be discussed (e.g., progress in their academic records or any matters of discipline that may relate to both children). Furthermore, the school had an expectation that all parents would attend meetings and discuss their children's academic achievement and cocurricular activities at least twice a year with their teachers.

Because the researcher played a part in the parent-teacher association, the researcher made it a point to attend the general meeting in which discussion of pupils' academic achievement had always become a major concern. The meetings also became a platform for parents to discuss and view their concerns over teaching and learning issues and anything that was pertinent to the overall school administration. As an active





member, the researcher always voiced his concerns on those issues either in the meeting or through other means, such as meeting the headmaster or subject teachers personally.

It was an advantage to him because the researcher himself was a lecturer for a public university at which he gave presentations on school management and administration for bachelor and master degree students. In the series of lectures, school leadership and teachers' commitment were two interrelated topics that were discussed at length because both were critical factors in determining the success of schools and students. The researcher had also served as a coordinator for the headmasters' development program at the university for 2 years. The main objective of the program was to provide tertiary education that upgraded the headmasters' academic qualifications from diplomas to bachelor's degrees.

Definition of Terms



For the purpose of this applied dissertation, the following terms are defined.

Affective commitment. This term refers to the relationship building between an individual and the organization in which he or she works based on emotional attachment and how this employee absorbs and assimilates with the organization. The employee stays in an organization because he or she wants to do so (Meyer & Allen, 1991).

Contingent reward. This term refers to a situation in which leaders provide rewards to followers as an exchange for completing tasks that are deemed satisfactory (Bass & Avolio, 1994).

Continuance commitment. This term refers to the relationship building between the individual and the organization based on cost consideration in which this employee views the potential losses when he or she leaves an organization. Therefore, the employee stays in an organization because he or she feels the need to do so (Meyer & Allen, 1991).





Idealized influence. This term refers to a situation in which leaders give attention to followers' needs and try to fulfill them. The leaders become role models who are . . . admired, respected, and trusted. In return, followers recognize leaders and are inspired to be like them (Bass & Avolio, 1994).

Individualized consideration. This term refers to a situation in which leaders pay attention to followers' individual potential and develop it to a higher level. The leaders act as mentors or coaches (Bass & Avolio, 1994).

Inspirational motivation. This term refers to a situation in which leaders motivate and inspire followers by providing challenges in their work. The leaders provide vision and clearly communicate the importance of achieving such vision for the benefit of the organization (Bass & Avolio, 1994).

Intellectual stimulation. This term refers to a situation in which leaders encourage followers to be more innovative and creative in their work. The followers are encouraged to find new solutions when facing problems in their work and view a problem as an opportunity (Bass & Avolio, 1994).

Management by exception–active. This term refers to a situation in which leaders monitor followers' work closely and take remedial action as soon as mistakes are discovered (Bass & Avolio, 1994).

Management by exception–passive. This term refers to a situation in which leaders do not monitor followers' work closely and take remedial action only when mistakes occur (Bass & Avolio, 1994).

Normative commitment. This term refers to the relationship building between an individual and the organization based on responsibility. The employee stays in an organization because he or she feels responsible to stay (Meyer & Allen, 1991).





Organizational commitment. This term refers to a relationship condition between employees and the organization in which such relationships will determine whether they stay in or quit the organization (Meyer & Allen, 1991).

Transactional leadership. This term refers to a process whereby leaders and followers trade the reward for performance for short-term goals (Bass & Avolio, 1994).

Transformational leadership. This term refers to the process whereby leaders promote, motivate, and inspire followers to take extra actions in order to achieve excellent performance by putting the importance of the organizational goal beyond self-interest (Bass & Avolio, 1994).

Purpose of the Study

The study was developed to gain a better understanding of the relationship between an effective school leadership style and the teacher's commitment. Specifically, the purpose of this study was to examine the relationship between transformational and transactional leadership styles and their influence on teachers' commitment from the perspectives of teachers in the selected primary schools. This study sought to determine the extent to which transformational and transactional leadership is practiced by school leaders and also the degree to which these leadership styles manage to influence the level of teachers' commitment.



Chapter 2: Literature Review

Introduction

This section discusses research related to transformational and transactional leadership theories. It also discusses transformational leadership and its relationship to followers' performance and organizational commitment, transformational leadership in school contexts, organizational commitment concept and its characteristics, and research findings that relate to transformational leadership and organizational commitment.

Theories of Transformational and Transactional Leadership

Writings that reviewed leadership principles became known as early as 5,000 years ago (Bass, 1990a) when an Egyptian manuscript described leadership, leader, and follower. Takala (as cited in Humphreys & Einstein, 2003) stated that Plato, in discussing charisma and effective leaders, suggested that such fascinating characteristics could be attained by leaders through communicating using symbols and metaphors with their subordinates.

Bass and Avolio (1994) stated that, in recent years, transformational leadership as a new management theory has received ample attention for discussion and investigation from management scholars. Avolio, Bass, and Jung (1995) found more than 100 theses and dissertations investigating the concept of transformational leadership during the 5-year period of 1990 to 1995 alone.

Initially, transformational and transactional leadership styles were defined and differentiated by Downton, who classified leaders as revolutionary, rebellious, reform oriented, and ordinary (Barnett et al., 2001). However, the concept of leadership did not receive full attention from leadership scholars until it was highlighted by Burns in 1978 when discussing political leadership (Bass & Avolio, 1990a).



Burns (1978) defined leadership as the act of leaders encouraging followers to act toward attaining specific goals that represent the wants, needs, and aspirations of both parties. Leadership is built based on the followers' needs and goals. Therefore, Burns believed that the fundamental relationship between leaders and followers lies in the interaction of both parties at different levels of motivation in pursuing a common goal.

Similarly, Burns (1978) explained that the interaction of leaders and followers exists in two basic forms, transactional and transformational, in which both are separate from each other. In transactional leadership, "one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (Burns, 1978, p. 19). In this model, the relationship that exists between leaders and followers is only temporary and not for pursuing a higher purpose. Burns pointed out that transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). The relationship between leaders and followers, therefore, is seen to lie on mutual support for a higher common goal.

Burns (1978) asserted that the main idea of transactional leadership is the exchange between leader and followers. The relationship is built based on tasks and benefits, and the leader will provide some benefits to followers as they complete some of the tasks. For instance, the leader pays a salary in exchange for productivity completed by followers. The former depends on the latter and vice versa, and both understand that they must contribute to one another in order to get benefit. Viewing Burns' conceptualization of transactional leadership that lies solely on exchanging one thing for another between leaders and followers, Bass (1985) further segregated the concept in terms of the relationship between leaders and followers into three properties: (a) recognizing what





leaders and followers want from their work, (b) exchanging benefit and work between two parties, and (c) exchanging processes that fulfill the short-term interest of both parties. Bass, in his view of the relationship between leaders and followers in terms of effects, distinguished two forms of leadership: transactional and transformational.

Summarizing his views on transformational leadership, Bass (1985) stated, “The transformational leader motivates us to do more than we originally expected to do” (p. 20). The attainment of superior performance is based on the belief and confidence that the designated performance can be achieved. Bass proposed three interrelated things that could be performed by leaders for such transformation: (a) elevating followers’ awareness of the importance of chosen outcomes and ways of attaining them, (b) sacrificing personal interests for the benefit of organization, and (c) expanding followers’ needs and wants to a higher level. Bass also concluded that, for leaders to succeed in motivating and elevating followers, they require “a leader with vision, self-confidence, and inner strength to argue successfully for what he sees is right or good, not for what is popular or is acceptable according to the established wisdom of the time” (p. 17).

Bass (1985) admitted that his opinions differed from those of Burns in three respects: (a) The expansion of the followers’ needs and wants are not solely in upward mode but also in downward mode along Maslow’s motivation hierarchy; (b) transformational leadership is not only beneficial to the society, but sometimes it will endanger society as well; and (c) transformational leadership is not the opposite end of transactional leadership, but they are a complement to one another. In precise words, Bass (1985) concluded, “Most leaders do both but in different amounts” (p. 22). He clarified how these two styles work harmoniously with each other, raising the point that a transactional leader builds confidence among followers and clarifies the required





performance and benefit as an exchange for accomplishing it. In relation to this, transformational leaders will further increase followers' confidence by encouraging the followers to value the designated outcomes, and the way of achieving it is by looking at the benefits they can bring to the team and organization.

Bass (1990b) reiterated that transformational leadership is initiated from the inner system that lies in personal values and beliefs of the leader. It operates based on one's internal system consisting of strong personal values such as justice and integrity. Burns (1978) referred to this as end values. He described end values as something that cannot be traded or negotiated among people. With such a standard of good values, transformational leaders are, in effect, able to unite their subordinates and, more importantly, change their subordinates' purposes and beliefs.



Bass (1998) explained that transformational leadership is a concept expanded from transactional leadership, and the former sees more of the subordinates' efforts. He stated that transactional leadership is important for maintenance of the present outcomes, but transformational leadership gives a leeway for innovation and creativity. Transformational leadership "motivates others to do more than they originally intended and often even more than they thought possible" (Bass & Avolio, 1994, p. 3).

In current views, Bass and Avolio (1994) pointed out that transformational leaders encourage followers to perform beyond what they possibly think. The leaders set higher expectations and encourage followers to work harder in order to attain it. In doing this, the leaders employ one or more of the following approaches:

1. Idealized influence. Leaders give attention to followers' needs and try to fulfill them. The leaders become role models who are admired, respected, and trusted. In return, followers recognize leaders and want to be like them.





2. Inspirational motivation. Leaders motivate and inspire followers by providing challenges in their work. The leaders provide vision and clearly communicate the importance of achieving such vision for the benefit of the organization.

3. Intellectual stimulation. Leaders encourage followers to be more innovative and creative in their work. The followers are encouraged to find a new solution when facing problems at work and view a problem as an opportunity.

4. Individualized consideration. Leaders pay attention to followers' individual potential and develop it to a higher level. The leader acts as a mentor or coach.

Drawing from research that involved almost 400 leaders from all sectors of local communities, including education, health care, arts, industry, and government, Bass and Avolio (1994) noted that transformational leadership is noticed when leaders (a)

encourage followers and colleagues to see their work from different views, (b) inspire followers to view the importance of the mission and vision of their organization, (c)

nurture followers' potential to higher levels, and (d) arouse followers to see beyond their interests for the benefit of organization.

On the other hand, Bass and Avolio (1994) highlighted the fact that transactional leadership "occurs when the leader rewards or disciplines the followers depending on the adequacy of the follower's performance" (p. 4). At this juncture, leaders depend on three approaches:

1. Contingent reward. Leaders provide rewards to followers as an exchange for completing a task, and the end result is deemed satisfactory.

2. Management by exception–active. Leaders monitor followers' work closely and take remedial action as soon as mistakes are discovered.

3. Management by exception–passive. Leaders do not monitor followers' work

