

Suitability of Transformational Leadership Theory in Handling Resource Issues in Educational Organizations

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Abstract

Transformational leadership has been a significant subject of study in the context of educational organizations, especially in dealing with human resource issues. This theory emphasizes the important role of leaders in inspiring, motivating, and transforming followers to achieve common goals. This paper aims to assess the suitability of transformational leadership theory in dealing with resource issues in educational organizations. The results of the paper show that transformational leadership theory has a high suitability in dealing with resource issues in educational organizations. Analysis of two articles (1) Transformational Leadership of Principals in Comparison between Excellent Public and Private Secondary Schools, (2) Transformational Leadership of Headmasters and Level of Conflict Management among National School Teachers in the Kota Setar District, to gain a deeper understanding of how transformational leadership can be applied in the educational context. Data from the literature review and document analysis were critically analyzed to identify key elements of transformational leadership theory related to resource issues and human resource well-being.

Keywords: Transformational Leadership, Educational Organization Management, Human Resource Performance

Introduction

Human resource concerns are among the many problems and difficulties that educational institutions encounter, and they can have an impact on the calibre and efficacy of instruction. Transformational Leadership Theory can offer useful direction and tactics in resolving these human resource concerns. According to this notion, leaders have a responsibility to empower, encourage, and inspire members of the organisation. The applicability of transformational leadership theory to resource problems in educational institutions will be examined in this paper. Since human resource concerns such as teacher

management, professional development, motivation, and leadership are crucial to accomplishing the objectives and vision of educational institutions, they are given top importance. Effectively addressing these problems can raise the standard of instruction and learning, boost academic achievement, and produce the intended result.

In the educational setting, transformational leaders can help teachers realise their full potential by offering them opportunities for professional growth and support. Motivation and engagement: Two critical components of high-quality teaching and learning are teacher motivation and engagement, which transformational leadership can boost. By fostering the development of a shared vision, transformational leaders can steer educational institutions towards their intended objectives. Educational institutions can create leaders who can handle human resource concerns by using the ideas and tenets of transformational leadership theory. The motivation required to attain educational excellence can be found in transformational leadership. Therefore, the achievement of higher educational goals and ongoing progress are made possible by this theory's applicability in the context of educational organisations.

Article Analysis 1: Principal Transformational Leadership Comparison between Excellent Public and Private Secondary Schools

Transformational Leadership Theory

Over the last four decades, the theory of transformational leadership has evolved. In his 1973 book *Rebel Leadership: Commitment and Charisma in the Revolutionary Process*, which explores the idea of effective leadership, Downton, J.V (1973) first put forth this argument. Burns went on to formally present this hypothesis in 1978. Transformational leadership, according to him, is the conduct of leaders who inspire their followers to respect, trust, and admire them (Alston, 2012). Bass (1985) asserts that transformational leadership can identify followers' demands for change, develop a vision, direct the change, and carry it out effectively. Strong leader-follower bonds are a top priority for transformational leadership. When followers are given authority and responsibility, bureaucratic obstacles that may harm the leader-follower relationship are removed, training and guidance are given, particularly in decision-making and problem-solving, and open communication is promoted in an attempt to exchange crucial ideas and information, a close relationship can develop.

The goal of all these activities is to make followers feel content, inspired, and dedicated to the work at hand. Scholars and researchers have debated, critiqued, and refined transformational leadership since Burns established it in 1978. These three leadership theoretical frameworks must be briefly discussed because they have significantly influenced its evolution up to this point. The four primary components of transformational leadership—creating an ideal impact or charisma, fostering intellectual stimulation, taking individual consideration into account, and providing motivating encouragement—were examined by Burns (1978) and Bass (1985).

Ideal influence is demonstrated when a leader establishes future objectives and is able to motivate followers to reach those objectives by providing a positive example. According to Burns (1978), charismatic leaders exhibit better behavioural traits as leaders as well. stimulation of the intellect. Transformational leaders react in different ways, particularly when it comes to solving issues with fresh and creative perspectives. This element promotes

fresh perspectives in order to get subordinates ready to tackle any issue. Abdullah and Ainon (2007), explain that, transformational leaders enable their followers to recognise obstacles and muster the courage to confront them.

Transformational leaders exhibit behaviours that inspire their followers, boost their resilience, and prepare them for future challenges. Transformational leaders demonstrate a strong commitment to the common objectives of the organisation by publicly stating their belief in the mission and goals they wish to accomplish. According to Button's (2003) research, highly motivated teachers are more likely to be good teachers. They always participate in teaching and learning and exhibit a high level of curiosity. In addition to providing the facilities and requirements required to boost and sustain teacher motivation in accomplishing the objectives of the school organisation, the principal, as a leader in the institution, also has a responsibility to offer moral support. To guarantee that leadership objectives may be met, all of these aspects must be balanced and interdependently practiced.

A number of variables and modifications to the national education system may affect the applicability of transformational leadership theory in Malaysian educational settings. One of the factors that could influence this theory's applicability is (1) local culture and values; transformational leadership theory might need to be modified to fit Malaysian culture and values. It could be necessary to interpret and translate ideas like inspiration, drive, and self-empowerment into the cultural context of Malaysia. Next, (2) educational structure and policies: The Malaysian educational system's structure and policies will also have an impact on this theory's applicability. The use of transformational leadership theory can be significantly aided by national education policy and the educational system governed by Malaysia's Ministry of Education. The applicability of this theory will rely on the comprehension and preparedness of educational leaders in Malaysia to adopt the transformational leadership style, in addition to (3) their understanding and preparation. Educational leaders must be able to incorporate this idea into their leadership practices and comprehend its tenets.

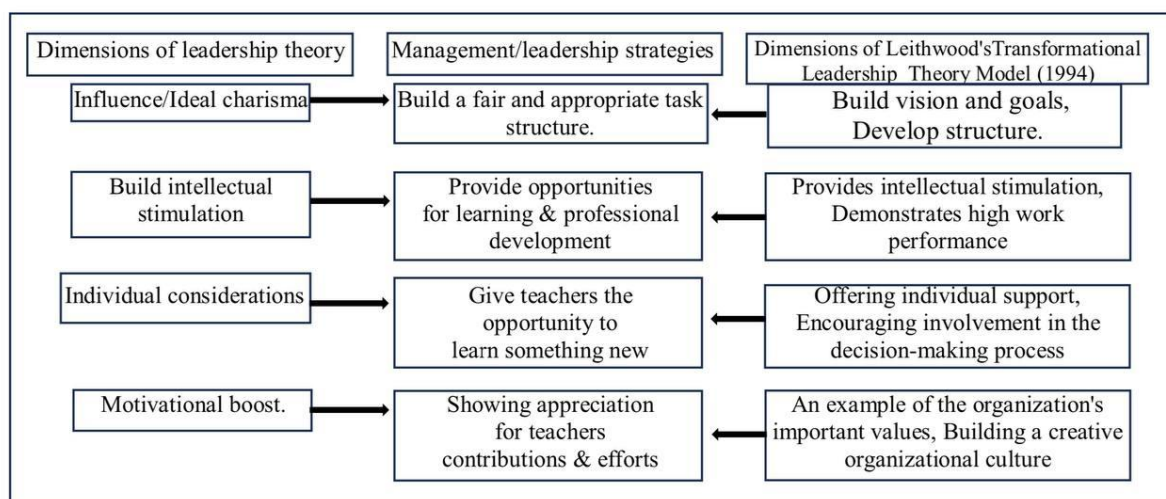
Leithwood's Transformational Leadership Theory Model (1994)

The second framework is the Leithwood leadership model (1994), which provides a detailed explanation of the elements of transformational leadership. These elements include establishing goals and vision, stimulating the mind, supporting individuals, setting an example of significant organisational values, and exhibiting high values. work output, fostering a creative corporate culture, creating frameworks, and promoting participation in the decision-making process. Ultimately, Leithwood's transformational leadership aspects result in the development of ideal leadership that may transform the organisation through charisma and a broad channel of communication between the leader and followers. According to Leithwood, transformational leaders also clarify how an organization's objectives can be met by fostering followers' engagement, fostering their intelligence, and inspiring them to make more than usual commitments. It is also feasible to establish a creative organisational culture through the application of transformational leadership, particularly in the approach to problem-solving in spite of obstacles encountered.

For schools to be effective and improve, competent leadership is crucial. According to Harris, Day, and Hadfield (2003), principals have a big influence on how well teachers and

staff work in schools that are successful and have the potential to get better. Transformational leadership, according to Leithwood and Jantzi (1997), is a great way to manage change and uncertainty. High levels of dedication among instructors in the intended setting could be fostered by this leadership style. According to Hallinger (2003), the rise of transformational leadership in the process of school transformation is highly suitable since it emphasises participative leadership, the transfer of authority to teachers, and organisational development via education. The success of a school's learning process depends on transformational leadership, according to Hallinger. Transformational leadership is acceptable in a school transformation setting because it gives teachers the chance to develop professionally in reacting to the school environment, according to Leithwood, Jantzi, and Steinbench (1999). It is believed that transformational leadership and school transformation go hand in hand. It fosters the growth of organisational members, offers guidance, supports participatory leadership, and creates a healthy school culture.

Theoretical Framework



The elements of Leithwood's (1994) leadership theory model as dependent factors and the dimensions of leadership theory as independent variables are parallel in the developed theoretical framework. Both the management/leader strategy (i.e., creating a fair task structure) and Leithwood's (1994) transformational leadership theory model (i.e., creating visions and goals and creating ideal structures) are in line with the ideal influence/charisma theory dimensions. Next, fostering intellectual stimulation in accordance with the leadership theory model's components, offering intellectual stimulation, and exhibiting excellent job performance in support of the management strategy by fostering professionalism and learning opportunities. In addition, motivational encouragement is in line with the leadership theory model's dimensions of setting an example for the organization's core values and fostering a creative organisational culture by expressing gratitude for the teacher's contributions and efforts.

It can improve comprehension and belief in transformational leadership theory based on prior study findings and scholarly opinions. Organisations with transformative leaders typically perform better, according to empirical research findings. According to academics like Bass and Riggio (2006), transformational leadership is strongly linked to higher levels of job satisfaction and organisational commitment. The idea of transformational leadership is frequently linked to followers who are more motivated and diligent. Building strong bonds

between leaders and followers through the transformational leadership component is crucial, according to Burns (1978) and Bass (1985). According to study results, positive connections might boost output and job happiness. Relevance to current demands demonstrates that transformational leadership is better suited to meet obstacles and foster creativity in a dynamic and complex business environment. The applicability of transformational leadership theory in a world that is changing quickly is supported by Bass and Riggio (2006).

Leading organisational transformation and enacting constructive change are important tasks for transformational leaders. According to academics like Kotter (1996), leaders have a crucial role in establishing the direction and propelling organisational change. With reference to the study's insights and conclusions, it can be argued that transformational leadership theory is essential to creating a favourable workplace culture and attaining high performance. Furthermore, in the contemporary business context, including transformational leadership characteristics into leadership techniques might yield continuous advantages.

Article Analysis 2: Transformational Leadership of Head Teachers and Level of Conflict Management among National School Teachers in the Kota Setar District

Transformational Leadership Theory Burns (1978) and Bass (1985)

James MacGregor Burns first proposed the transformational leadership theory in 1978, and Bernard M. Bass expanded on it in 1985. Theory of Transformational Leadership According to the elements examined—ideal influence, intellectual stimulation, individual concern, and inspiring motivation—Burns (1978) and Bass (1985) describe the theory of transformational leadership. The needs of one dimension are reflected in the others. Examining this notion revealed the necessity of using a more compassionate approach to help organisations become more effective. This is consistent with the leadership's objective of enhancing a person's innate intelligence, morals, and will. Every dimension is related to every other dimension. Understanding this theory will raise awareness of the importance of putting human values first when accomplishing organisational objectives. This assertion is also consistent with the objective of leadership, which is to boost followers' intrinsic, moral, and intellectual incentive to steer clear of conflict in a variety of contexts.

According to Cansoy (2020), transformational leadership is the capacity of leaders to identify, understand, and care about the requirements of their workforce as well as those of their subordinates in order to gain understanding and implement changes successfully. There is a relative amount of research on transformational leadership in education. Numerous scholars have started advocating for it, particularly those who want to alter school instruction (Francisco, 2020). All parties must be fully involved for change to occur. Motivational components are utilised to increase commitment in order to ensure that changes can be executed successfully. According to empirical data, transformational leadership enhances a number of organisational outcomes, such as teacher commitment, motivation, and their capacity to create and implement innovative climate change education strategies (Talib, 2019).

Increasing motivation is a key component of the transformational leadership philosophy, which tries to inspire people to pursue greater ambitions and a drive for greatness by motivating them beyond their own needs. (2) Human capital development: This idea places a strong emphasis on enhancing individual capacities, fostering relationships, and developing

skills. As a result, each person's full potential is realised. Subsequently (3), transformative leadership fosters creativity and innovation by allowing for experimentation and promoting the generation of fresh concepts. This approach offers a catalyst for organisational culture change, and transformational leaders can serve as motivating role models for innovation and (4) organisational culture change. A culture that encourages excellence and competence can be established and significant change can be brought about by transformational leaders. The significance of this transformational leadership idea extends to many facets of society and organisations, fostering personal growth, enhancing output, and accomplishing more ambitious objectives.

Two-Dimensional Theory of Conflict Management Styles (Thomas & Kilmann, 1976)

The two-dimensional theory of the conflict management model, which describes the aggressive and cooperative conflict management styles found in orthogonal dimensional parts, serves as the foundation for the construction of conflict management styles. Cooperative denotes "the desire to satisfy the needs of others," whereas assertive indicates "the desire to satisfy one's own needs." Five more approaches to handling conflict situations—competition, cooperation, compromise, avoidance, and accommodation—are determined by the two-dimensional construction (Thomas, 1992, 2008; Thomas et al., 2008). Generally speaking, conflict management refers to a way of thinking and a series of steps based on wisdom and understanding to identify points of agreement. According to Dehdashti and Mehralizaded (2014), conflict management is the process of identifying conflict situations that are close to conflict, identifying their features, types, and categories, and using wisdom and ways to clear up uncertainty, find similarities, and erode differences. Conflict resolution is the cessation of disputes that emerge between the parties involved and is also a process of planning and tracking development (Ramni & Zhimin, 2010). Vestal (2011) also defines conflict management as a process and continuous action as well as effective conflict control.

According to Moberg (2001), a conflict management style is a particular behavioural pattern that is employed to resolve a situation. Experienced natural phenomena result from interactions in different contexts. There are various approaches to handling conflict. Five conflict management style models—competition, cooperation, avoidance, accommodation, and tolerance—are derived from two dimensions: assertiveness and cooperation (Thomas and Kilmann, 1976).

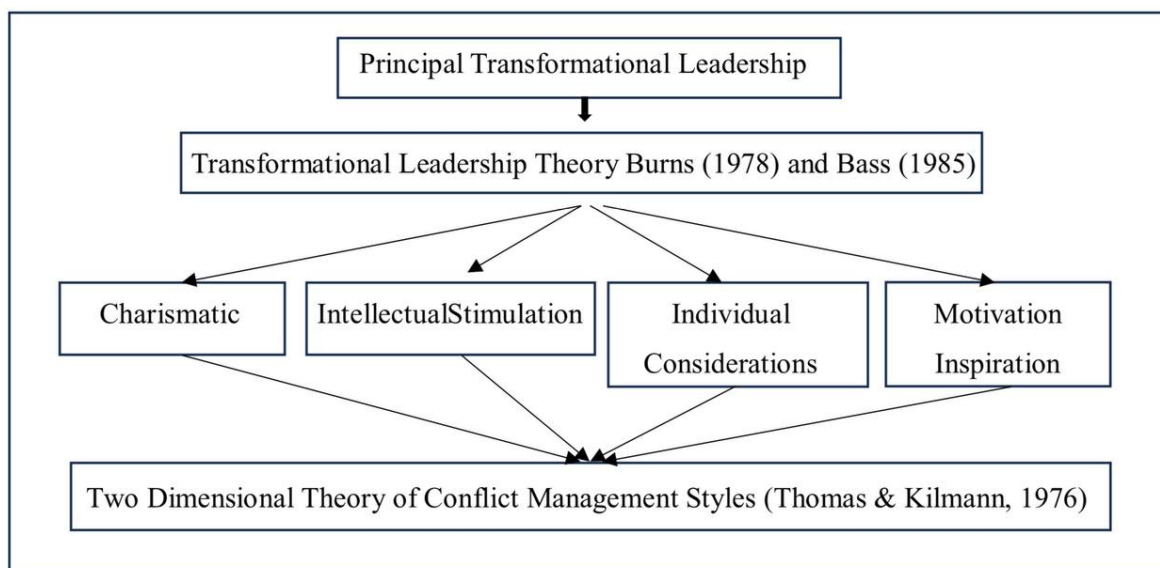
Transformational leadership and conflict management style have a strong positive correlation. According to research findings by Euneda (2014), transformational leaders can resolve conflicts by implementing changes that create a favourable environment. Conflict is recognised as a scenario that is neither acceptable or helpful for the organisation (Tjosvold et al., 2000). Positive and negative outcomes are possible as a result of the conflict phenomena. A positive connection is not guaranteed by conflict, even though it can be avoided (Hendel et al., 2005; Henkin et al., 2000; Rahim, 2001; Tjosvold and Su Fang, 2004). In order to build high-quality human capital and prevent situations that jeopardise organisational harmony, schools can achieve success through effective two-way communication (Abdul Majid, Leng, & Ean, 2017). Schools that successfully implement programs jointly are in an environment free from conflict. Academic improvement will result from the success of school programs and activities (Sheldon, 2003). Students can improve a variety of learning experiences thanks to the

advantages of a supportive atmosphere (Donlon Wyatt, 2013). Additionally, this circumstance can enhance the educational setting (Gross et al., 2015).

Five distinct conflict resolution styles are included in Thomas-Kilmann's Two-Dimensional Theory of Conflict Management Styles (TKI). One of these is the competitive style, which emphasises self-interest and the pursuit of one's own objectives without taking into account those of others. Avoiding conflict or delaying conflict resolution until later is the avoidant style. the accommodating style, which puts other people's needs and objectives ahead of one's own. The collaborative style involves actively engaging with others to find a solution that meets the needs of all parties. The compromise approach, which looks for a solution that strikes a balance between the objectives and requirements of the parties. A number of criteria can be used to evaluate this theory's applicability in the Malaysian educational context. The implementation of suitable conflict resolution techniques can support the accomplishment of learning objectives and constructive social change in Malaysia.

(1) Cultural traits: The right conflict management strategy may be influenced by Malaysia's diverse culture. The style that is better suitable for the educational setting can be chosen with the aid of knowledge about local culture and community values. (2) Organisational structure and leadership: The institution's organisational structure and leadership style determine how conflict is handled in the educational setting. Systems and procedures for organisational support are crucial. (3) Teacher-student relationships: The educational setting demonstrates a strong bond between educators and learners. Relationships can be improved by using conflict resolution techniques that take into account the needs and objectives of both sides.

Theoretical Framework



In order to create a favourable organisational climate, raise subordinate morale and paradigm, foster a culture of cooperation and work commitment, and foster teamwork, Burns (1978) and Bass (1985) developed a transformational leadership theory that includes a number of dimensions as independent variables. These dimensions include ideal influence/charisma, intellectual stimulation, inspirational motivation, and individual

consideration. As a dependent variable, the two-dimensional theory of conflict management styles developed by Thomas and Kilmann (1976) describes the forceful and cooperative conflict management styles that are found in orthogonal dimensional elements. It is crucial to remember that the two-dimensional theory of conflict management styles and the transformational leadership theory are two distinct ideas that concentrate on various facets of the organisational setting. In order to comprehend and manage relationships within organisations, both have distinct tasks to perform.

The primary focus of transformational leadership (Burns, 1978; Bass, 1985) is on how leaders inspire, motivate, and influence followers to accomplish organisational goals. The key components of transformational leadership include aspects like relationship-building, intellectual stimulation, inspiring vision, individual influence, and intellectual motivation. However, there are two primary areas of attention for the two-dimensional theory of conflict management styles (Thomas & Kilmann, 1976), which focusses on how people handle conflict in their relationships and interactions inside the organisation. There are two types of conflict management styles: cooperative and competitive. Given that these two theories are related to separate characteristics, there is no similarity between the two-dimensional theory of conflict management styles of Thomas & Kilmann (1976) and the transformational leadership theory of Burns (1978) and Bass (1985). within the framework of managing an organisation. As a result, their primary ideas and points of emphasis might not coincide. While conflict management style theory focusses on how people handle conflict with one another, transformational leadership highlights the role that leaders have in accomplishing objectives and inspiring followers. Both theories have the potential to significantly advance our understanding of and ability to manage organisations holistically.

Implications and Recommendation

Some ramifications and suggestions for the future of using transformation theory to address resource issues in educational institutions are as follows: an emphasis on developing leaders. (1) Transformational leadership education and development should be the primary focus. Future and current leaders should participate in leadership development programs. It is recommended to design leadership development programs that address key components of transformational leadership, such as forging strong connections, motivating people, and articulating a compelling vision. Secondly, (2) incorporating transformational leadership into the culture of the organisation: An organisational culture that supports and encourages transformational leadership principles is essential. Everyone is encouraged to help create a culture that values transformative leadership. One method to achieve this could be by establishing norms, attitudes, and behaviours that promote empowerment and development.

(3) Cooperation and Relationship Building: Leaders, instructors, and support staff must form strong ties with one another in order to achieve shared goals. It is recommended that educational institutions put in place a program that encourages collaboration and connections between various stakeholders. This could involve training sessions, frequent discussions, and group projects. By taking this step, the notion of transformational leadership is becoming more appropriate for dealing with resource problems in educational institutions. The performance of the organisation and the contentment of those engaged in the educational process will both benefit from this.

Conclusion

The applicability of transformational leadership theory to resource problems in educational institutions is summed up in this paper. The analysis's conclusions and suggestions provide credence to the idea that transformational leadership theory is pertinent and crucial for enhancing resource management's efficacy in an educational setting. The purpose of this paper is to evaluate how well transformational leadership theory applies to resource problems in educational institutions. Creating an inspiring vision and providing intellectual stimulation are two transformational leadership strategies that have been shown to be useful in creating a culture of resource management. In keeping with educational goals in human development, transformational leadership has demonstrated efficacy in inspiring people to realise their full potential. Employee commitment and satisfaction rise when transformational leadership theory is applied, and these outcomes are crucial for resolving organisational resource problems. The sustainability and resilience of educational organisations are guaranteed by transformational leaders' emphasis on long-term organisational development.

The study's findings demonstrate the great applicability of transformational leadership theory to resource problems in educational institutions. Human resource management can benefit greatly from aspects like relationship-building, intellectual stimulation, intellectual inspiration, inspiring vision, and individual impact. Educational organisations can establish an atmosphere that facilitates efficient resource management, has a beneficial effect on the accomplishment of organisational objectives, and improves the welfare of the educational community by implementing transformational leadership theory.

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