Investigating relationship between Dimensions of Transformational leadership style of managers and effectiveness of teacher performance

Ali Akbar SAMEİ[1,*], Seyed Mostafa BANİTABA JASHVEQANİ[1]

[1]Department of Educational Sciences, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

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Abstract. This research was investigating relationship between dimensions of transformational leadership style of managers in different levels of education in the region and effectiveness of teacher performance. The method of research is descriptive and correlative. Statistical sample of research is including teachers of different levels of education included 387 teachers during 2013 and 2014. Then, we used randoming sample and 130 people were selected. I used questionnaire of transformational Leadership of Bass and Olive (MLQ) which is included 40 items and questionnaire of effectiveness with 50 items as well as 5 Likert scale. Cronbach's alpha reliability coefficient of the questionnaire using a preliminary study for the implementation of transformational leadership (0.96) and coefficient of effectiveness is 0.95. I used SPSS software in order to analyze both descriptive and inferential statistics. Results of research indicated that there was not significant relationship between transformational leadership style and effectiveness; whereas, significant relationship exists between dimensions of (Rational motivation, inspiration and motivation and ideal influence) and effectiveness.

Keywords: Transformational Leadership, Effectiveness, Performance, Managers, Teachers

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1. INTRODUCTION

Education has changed substantially; in following current period which is transformation. The most important features of the present time are acceleration of distressing developments. Current world, life and survive of everything is short and put society in new rapid change and transformation (Toosi, 2003). Experts and people as well as juevenile are not satisfied and based on behviral and educational are not consistent with Islamic and Iranian changes. Therefore, need to review the procedures and practices are inevitable. Organizational changes need to have transformational leaders. Studies related to the development of successful organizations more emphasizes the crucial role of leadership in such situations. The administrative system of transformational leadership is a fundamental role in the development of organizational changes. In according to create fundamental changes in the country's administrative system and the role of effective leadership and management in these developments; therefore, it is necessary to explore about effective factors on leadership style and organizational results. In today's world of knowledge and wisdom is the only way to create wealth business. Knowledge, information, intellectual property, expertise and professional competence of the means of production wealth and communities which have not theses tools are poverty. Today the group has investment capabilities, knowledge and use of creative mental capacity to effectively develop. Previous research of leadership style comes back to Burns activities (1978). Burns described that transformational leaders have a vision and motivate others to do exceptional challenge. Burns following described that transformational leaders are only able to repair pathway necessary for new organizations; since they are source of changes. The ruling changes the whole nobility and carried on the wave of change. Fundamental theory in current research is study of transformational leadership of Bass. Bass (1985) expressed that transformational leadership style has positive relationship effective cross-organizational data. Bass and Avolio (1966) did a

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*Corresponding author. Ali Akbar SAMEİ

research about financial performance of big companies. Transformational leaders are better than teams with better financial performance (Moghli, 2003).

According to Toffler just enjoying the change to direct their creative changes that can be spared the trauma of future shock and to achieve a better future and more human. One of the most essential developments in the education system is changing in attitude and teaching methods of teachers and administrators of educational system. Teachers have the right knowledge and insight to achieve such a transformation of educational theories and strategies are different, because the theories and approaches in the implementation process to make use of learning strategies of - learning characterized identity of the reach will their- The best lesson plans from poor performances, will bring the opposite results . Bass and Bass [1] (2008) Leadership change as a defined leadership excellence. A leader is a leader who makes the interests of its employees when the mission team was aware of group interests over individual interests, preferred to promote. He went even further to four after the change of leadership behaviors influence ideally, incentive-based inspiration, motivation, empathy and self-conscious. Transformational leadership and transformational leadership style has four properties to arouse, attract, and engage followers of uses. Some leaders in the organization and his followers have the power to change and create the leaders in the hearts of his extraordinary influence their followers. Acquisition analysis shows that changing leadership qualities and job performance is connected. Leadership and organizational outcomes associated changes in laboratory studies and field Proven. The idea of human resource development in order to enhance the effectiveness of, and any other basic precedence. Determine the appropriate time and place to start development of human resources is often the most difficult step, every move. Change and explore new ways to design and implement human resource development in any organization needs to identify situations it. Research indicates that human resources issues in the context of increasing knowledge that human resources are the human resources to participate and engage in the affairs of their corporate demand far greater synergy Traditional ways of supporting organizations that hold and process information depending on individual employees are limits. The objectives of the growth and development of the individual and society, to achieve one's goals requires the kind of leadership and management. Education experts are calling for the organization and give several functions . Now if you seriously want to change the current educational system and if you really want reforms in the structure and programs of education as teachers and administrators need to view the current solo work, and the school staff to work Bspard, in a way They all obligations, accepting risk or risk-seeking and other matters of common shares are equal . Experts on the issue of cultural gap, changes and developments in today's world and considered an important indicator of cultural communication around the world at the top of these problems are considered, but it is expected that young people with regard to culture, race, civilization, history and strong presence of Islam and Islamic scholars in the communications technology of today's world and a cultural invasion insurance. Is informal and formal organizations such as family and education (schools) have done well . Each year a large part of their income to expand and improve the education board works because it's profitable and effective investment that can provide skilled and professional manpower is. Education and training are the most fundamental institutions of society as a fundamental axis of the tool change. Given the importance of the role of management in organizations, including schools, administrators have the appropriate leadership style to create their own organizations where learning conditions for teachers and the effectiveness of the students and the organization. Because most organizations can not replace the current leaders, leaders of change.

2. TRANSFORMATIONAL LEADERSHIP

Transformational leadership term originated with the work of House (1977), and gained popularity when opted by political sociologist Burns in his book Leadership in 1978. In 1985, Bass extended the theory of transformational leadership.

In contrast to Downton (1973) and House (1977) who viewed leadership from a historical and sociological approach, Burns (1978) was the first to view leadership from aphilosophical approach and introduce an ethical component.

Transformational leadership is currently one of the most popular approaches to leadership. Transformational leadership is thought to be a process whereby the leader encourages support and change through a shared vision. Transformational leaders have a tendency to promote high expectations, personalize achievements and recognition, and model desired behaviors.

Transformational Leadership refers to "the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower".

According to Pastor and Mayo (2008), transformational leaders exert strong influence on followers by giving them individualized consideration, discussing about possibilities in the future, and acting with self-sacrifice. Odom and Green (2003) believed that transformational leadership focuses on the moral development of followers.

Transformational leaders can be seen as agents of change because of their commitment for continuous self-development of each member of the group in order to reach their ideals. Because of this commitment is usually higher than in other group-leader relations and followers perform beyond expectations.

Literature reveals that transformational leadership is a significant correlation of the amount of effort exerted by the followers, leader-member satisfaction, employee performance and the overall effectiveness of individuals and by extension, of the organization.

Essentially, transformational leaders produce higher levels ofExtra Effort, Effectiveness, and Satisfaction in others. Transformational leadership is linked to organizational commitment. Also, some researchers emphasis on relationship between transformational leadership to organizational commitment and job satisfaction. Ibrahim, Nurzahit, and Türker (2010) linked transformational leadership style to organizational commitment in the Turkish banking industry.

Bass (1985) described four scales for transformational leadership style:(1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4)individualized consideration.

Conceptualising Transformational Leadership Leithwood and his colleagues have carried out the most substantial adaptation of Bass' (1985) transformational leadership construct into the educational environment. Leithwood's conceptual model has been subjected to extended programmatic investigation over the past decade. This has quite rapidly yielded a knowledge base concerning the application of this leadership model in education (Leithwood et al., 2000b; Silins et al., 2002). Leithwood's model is summarised in Figure 1. There are seven components to the model: individualised support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations, modelling. Several features are worth noting about the model of research on instructional leadership in effective schools produces an image of the principal as directing or orchestrating improvements in the school. In contrast, transformational leadership is often considered a type of shared or distributed leadership. Rather than a single individual the principal coordinating and controlling from above, transformational leadership

focuses on stimulating change through bottom-up participation (Day et al., 2001; Jackson, 2000; Marks & Printy, in press). Indeed, transformational leadership models may explicitly conceptualise leadership as an organisational entity rather than the property of a single individual, accounting for multiple sources of leadership. A second distinction has evolved around the conceptual dichotomy of transactional vs. transformational leadership (e.g. Bycio & Allen, 1995; Howell & Avolio, 1993; Silins, 1994). This distinction contrasts leadership that focuses on management of existing relationships and maintenance of the status quo with leadership that seeks to envision and create the future by synthesising and extending the aspirations of members of the organisational community. Accordingly, even though instructional leadership is explicitly focused on school improvement, it would be characterised as transactional in the sense that it seeks to manage and control organisational members to move towards a predetermined set of goals. This debate has largely been resolved. Research has determined that effective leadership requires both transactional and transformational elements. A third conceptual distinction, clearly related to the first two, contrasts the means by which leadership achieves its effects, through first-order vs. second order changes in the school. Instructional leadership is conceptualised as targeting first-order variables in the change process. This means that the instructional leader (i.e., the principal) seeks to influence conditions that directly impact the quality of curriculum and instruction delivered to students in classrooms (Cuban, 1984, 1988). Examples of instructional leadership behaviours that seek to produce first-order effects include the principal's setting school-wide goals, direct supervision of teaching, and coordination of the curriculum (Hallinger et al., 1996; Leitner, 1994; Marks & Printy, in press). In contrast, transformational leadership seeks to generate second-order effects. Transformational leaders increase the capacity of others in the school to produce first-order effects on learning (Lambert, 1998; Leithwood & Louis, 1999). For example, transformational leaders create a climate in which teachers engage in continuous learning and in which they routinely share their learning with others. Transformational leaders work with others in the school community to identify personal goals and then link these to the broader organisational goals (Barth, 1990; Lambert, 2002). This approach is believed to increase commitment of the staff that sees the relationship between what they are trying to accomplish and the mission of the school. These changes are conceived as second-order effects in the sense that the principal is creating the conditions under which others are committed and self-motivated to work towards the improvement of the school without specific direction from above.

3. METHODOLOGY

Statistical sample of research is including teachers of different levels of education included 387 teachers during 2013 and 2014. Then, we used randoming sample and 130 people were selected. I used questionnaire of transformational Leadership of Bass and Olive (MLQ) which is included 40 items and questionnaire of effectiveness with 50 items as well as 5 Likert scale. Cronbach's alpha reliability coefficient of the questionnaire using a preliminary study for the implementation of transformational leadership (0.96) and coefficient of effectiveness is 0.95. I used SPSS software in order to analyze both descriptive and inferential statistics

3.1. Hypotheses

H1: Significant relationship exists between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance

H2: Significant relationship exists between dimension of rational motivation of transformational leadership of managers and the effectiveness of teacher performance

H3: Significant relationship exists between dimension of inspirational motivation of transformational leadership of managers and the effectiveness of teacher performance

H4: Significant relationship exists between dimension of idealize influence of transformational leadership of managers and the effectiveness of teacher performance

3.2. Findings

H1: Significant relationship exists between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance

Table 1. Coefficient regression of individual consideration of transformational leadership of managers and the effectiveness of teacher performance.

Variable	individual consideration of transformational leadership of managers		
Indexes	Coefficient regression	The square of the correlation coefficient	P-value
effectiveness of teacher performance	0.119		0.055

Findings of first table showed that individual consideration of transformational leadership of managers and the effectiveness of teacher performance is not significant ($p < 0.01$). Thus, first hypothesis "Significant relationship exists between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance" is not approved.

H2: Significant relationship exists between dimension of rational motivation of transformational leadership of managers and the effectiveness of teacher performance

Table 2. Coefficient regression of rational motivation of transformational leadership of managers and the effectiveness of teacher performance.

Variable	Rational motivation of transformational leadership of managers		
Indexes	Coefficient regression	The square of the correlation coefficient	P-value
effectiveness of teacher performance	0.163	0.026	0.000

Findings of second table showed that rational motivation of transformational leadership of managers and the effectiveness of teacher performance is significant ($p < 0.01$). Based on determined coefficient of (R^2) shows 2.6 percentage variance of intellectual stimulation transformational leadership and effectiveness of performance management for teachers. Thus, second hypothesis of rational motivation transformational leadership and effectiveness of performance management for teachers is approved.

H3: Significant relationship exists between dimension of inspirational motivation of transformational leadership of managers and the effectiveness of teacher performance

Table 3. Coefficient regression of inspirational motivation of transformational leadership of managers and the effectiveness of teacher performance.

Variable	inspirational motivation of transformational leadership of managers		
Indexes	Coefficient regression	The square of the correlation coefficient	**P-value**
effectiveness of teacher performance	0.178	0.031	**0.000**

Findings of third table indicated that inspirational motivation of transformational leadership of managers and the effectiveness of teacher performance is significant (p <0.01). Based on determined coefficient of (R2) shows 3.1 percentage variance of intellectual stimulation transformational leadership and effectiveness of performance management for teachers. Thus, third hypothesis of inspirational motivation of transformational leadership and effectiveness of performance management for teachers is approved.

H4: Significant relationship exists between dimension of idealize influence of transformational leadership of managers and the effectiveness of teacher performance

Table 4. Coefficient regression of idealize influence of transformational leadership of managers and the effectiveness of teacher performance.

Variable	Idealize influence of transformational leadership of managers		
Indexes	Coefficient regression	The square of the correlation coefficient	P-value
effectiveness of teacher performance	0.122	0.014	0.049

Findings of fourth table indicated that idealize influence of transformational leadership of managers and the effectiveness of teacher performance is significant (p <0.01). Based on determined coefficient of (R2) shows 1.4 percentage variance of intellectual stimulation transformational leadership and effectiveness of performance management for teachers. Thus, fourth hypothesis of idealize influence of transformational leadership and effectiveness of performance management for teachers is approved.

4. CONCLUSION AND DISCUSSION

In according to the first table showed that individual consideration of transformational leadership of managers and the effectiveness of teacher performance is not significant (p <0.01). Thus, first hypothesis "Significant relationship exists between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance" is not approved.

Depending on the individual and creating a sense of its value and the followers of every individual are respected. Attention to individual consideration is one of dimensions of transformational leadership and this issue has positive effect on satisfaction, effort, and commitment of employements. To make this development should transformational leadership coaching and training role to play effectively with continuously variable environmental factors and organizational learning culture by coaching is flourishing. In other words, due to individual differences and communicate with each of them and stimulate their followers through the transfer of responsibility to learn and experience. They are supported by leaders and leaders with regard to their personal feelings and needs are concerned.

Result of this part is not consistent with research of Fariborzi (2003). Because, It concludd that significant relationship exists between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance. Whereas, result of research is consistent with research of Samei (2011) who believed that there was not significant relationship between dimension of individual consideration of transformational leadership of managers and the effectiveness of teacher performance.

Findings of second table showed that rational motivation of transformational leadership of managers and the effectiveness of teacher performance is significant (p <0.01). Based on determined coefficient (R^2) shows 2.6 percentage variance of intellectual. Thus, second

hypothesis of rational motivation transformational leadership and effectiveness of performance management for teachers is approved.

Transformational leadership is the basis of public discontent the current situation. And transformational leadership to create a vision and a new order in the transformational leadership during a change in the organization makes clear new prespective. Their ability to meet the needs of high-level perspective transformational leadership and assures members. Transformational leadership is well aware that leadership, dealing with orders and pressure, but also to encourage and support sustainable growth and development under the authority of the teaching learning is a process of adult learners, for example, teachers when actively participate in their own learning pathways and new ideas about the future of his career, as well as raise members of a team working actively participate in important decisions are motivated to learn and experience new ways of working and are encouraged.Actively encourage members of the organization, to have a new look at traditional methods, stimulate creativity and encourage others to see if the problems with a new look and new solutions provide.Motivate followers by leading to the discovery of new solutions and new thinking about solving organizational problems is by followers.In fact, the behavior of the leader, creates a challenge for the followers again about what they are doing, not thinking.Development of transformational leadership is increasingly relying on higher-level inner motivations followers and growing opportunities for people and leaders to provide increased capabilities to conduct effective organizational, grow and develop.Leadership role and activities aimed at influencing others. Result of research is consistent with research of Fariborzi (2003) and Samiei (2011). Because, they believed that significant relations transformational leadership and effectiveness of performance management for teachers.

Fourth table indicated that idealize influence of transformational leadership of managers and the effectiveness of teacher performance is significant (p <0.01). Based on determined coefficient of (R2) shows 1.4 percentage variance of intellectual stimulation transformational leadership and effectiveness of performance management for teachers. Thus, fourth hypothesis of idealize influence of transformational leadership and effectiveness of performance management for teachers is approved.

Providing prepective and objective idea and gain a sense of respect, trust, and confidence. Transormational leadership attract attention of followers by one or more characteristics above mentioned in order to provide more motivation and and respond to contiuour effort of leder eagerly and voluntary. Pride, charisma, respect and loyalty of followers of leadership is undisputed that convey a sense of the ideal.Favorable influence causes leaders as role models and behavior are to follow.The successful leader is the one who draws the future landscape in all its aspects to be considered the legitimate interests and long-term development of the aspirations of the followers of leaders working to benefit their intrinsic motivation, mental and emotional resources they active and they are now looking at what needs to be done.This type of leadership, not only demands obedience followers.The main common goal is to make it to the energy and commitment of people to a single cause.With a clear vision of the ideal image and often the person wants to reach its goal.Perspective and insight into the concept of the ideal image of the term shared vision of the future perception that an individual or organization wants to withdraw and create a time limit or the circumstances of the acquisition to an end.Image desirable vision of the future and convince others to accept the vision that guides the organization in a sea storm, the dark to reach the destination.The bottom line is that achieving goals requires adults.As it comes from a shared vision of the image within an organization and with a group of people there.They share a common sense of a common desire to create and publish their own organization and their activities using the common factor of their form. Thus, one idea is realy common which people have similar picture in their mind ad they are commitment to the picture completely. Result of research is consistent with research of Fariborzi (2003) and Samei (2011). Since, they concluded that significant relationship exists

between rational motivation of transformational leadership and effectiveness performance of management. In according to result of research can be concluded that significant relationship exists between rational motivation of transformational leadership and effectiveness performance of teacher. Significant relationship exists between components of rational motivation, inspirational motivation; idealize influence and effectiveness of performance.

Different levels of society expect other extraordinary abilities of their leaders. It seems that Leaders must be able to change through strong leadership, inconsistency, and inefficiency in society and human resources in order to improve the welfare and progress of society. Hence, need to a more advanced type of leadership that is "transformational leadership". Contrary to the views of much famous leadership, effective leadership is not only on the development of a "golden key" which opens magic door. But transformational leadership behaviors and characteristics are determined on the basis of a comprehensive framework. Transformational leadership behaviors are behaviors that contribute to the development of individuals and organizations and these skills are as following:

1. The ability of effectively communicate from the leader

2. The ability of the leader to act continuously in order to increase the credibility and confidence of his followers

3. The ability to show love and respect for others

4. The ability to find innovative ways to solve problems

Leaders can create an environment full of mutual motivation and followers by using these skills in turn become successful leaders by using of theses skills. In addition, it is necessary to provide skills in order to create culture. Learning is expressed as ability to develop. A competitive advantage depends on organization's features. But, certain institutions and their knowledge workers have a decisive role in this direction. In other words, learning in an organization must change and positive development has become a habit

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