TRANSFORMATION LEADERSHIP IN SCHOOL LEADERS:
ISSUES AND CHALLENGES

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Abstract

Writing this concept paper aims to explain the leadership of transformation in the circle of leaders, namely
headmasters and principals. The results of the analysis of previous studies show that leadership transformation is
used in leaders, both in low and middle schools. Transformation leadership refers to the efforts of leaders to
courage followers to change values and attitudes for the better, so that they are committed to achieving the
vision and mission of the school. However, in trying to build a school, the leader is faced with various problems
and challenges. The problems that are often faced by school leaders are unsatisfactory commitment and attitude
of teachers and low levels of efficacy of teacher control. The challenge for leaders who practice transformation
leadership is to inspire and motivate staff and subordinates. Therefore, the leader must wisely choose and use an
approach that can solve the problem. Among them by using an individual approach to identify the problems
being faced by the teacher.

Keywords: Transformation Leadership, School Leaders, Issues and Challenges

1.0. INTRODUCTION

Leadership determines the direction of the organization (Mansor & Hamzah 2015). Leadership is an important requirement in the
management process to move the organization and create new ideas that are creative and innovative towards brilliance (Tengi et al. 2017).
Jamilah Ahmad (2015) it also states that a memorable leader can change his organization rather than the condition that is available to a
dynamic state that has clear achievements.

The Malaysian Ministry of Education (KPM) has always ensured that every school, regardless of location and achievement stage, has
a leader or professor and a military force for unified support to spur maximum school performance (Tengi et al. 2017). In line with the
statement, Ismail (2017) it also states that leadership is important because leaders who succeed will be able to guarantee brilliance for schools. In other words, a memorable and successful school needs wise school leaders to carry out their duties and responsibilities.

Successful school leaders also need to be wise in influencing others (internally and externally) and getting a staff commitment in
achieving the lead of the organization they lead (J. Ahmad 2015; Awang Lokey & M.Hasani Dali 2016) . Leaders who practice transformation
leadership at a high level will get benefits such as success in bringing and change for the school(Ghani et al. 2016; Yunus et al. 2019).
This statement supports the views of Hoy and Miskel (2005) in (Abdullah 2017) that the leadership model of transformation is most
appropriate to be implemented by school leaders. This is because, with the leadership transformation the leader willable to deal with
various problems that exist in school and changes in education in the present. Leaders who practice transformation leadership are also able to deal
with challenges to awaken teachers and students to carry out motivating and inspirational actions that ultimately impact on the school's order and
student achievement (Marimuthu 2012).
2.0. THE CONCEPT AND THEORY OF LEADERSHIP OF TRANSFORMATION

Leadership relates to one's ability to influence the attitudes and behavior of others (Habib Ismail & Zaimah Ramli 2012). Leadership will involve more than one party and will involve a process of interaction between individuals and groups, or between individuals and the whole expert who oversees a group (Gordon, 1955) in (R. Ahmad & Mohamed 2019). Yew (2009) it also states that everyone involved in the interaction process holds a different character between one another, and the principle that distinguishes it is the influence of its leader.

Leadership transformation has been peeled off as one of the theories in leadership studies since the 1970s. He had drawn the attention of the education community in the 1990s as an act of retaliation against top-down police leadership in transaction leadership which was practiced around the 1980s (J. Ahmad 2015). The leadership of this transformation is not specific to school leaders but may also be practiced within organizational experts such as fellow school teachers and staff (Che Sulaiman, IS & Wahab 2017).

Musa et al. (2014) states Burns (1978) introduces the concept of leadership transformation as a process in which leaders and subordinates awaken each other towards each other towards raising morale and motivation to a higher stage. Leadership Transformation is often associated with leadership style that impresses and works change the perceptions and motivations of subordinates and bring about brilliance organization (Bass 1985) in (Yew 2009).

Furthermore, the leadership of the transformation also seeks to increase the desire to learn, maintain awareness and acceptance in the subordinate circles towards the vision and organizational parameters in addition to being able to motivate them (Hallinger, 2008 in(Kadir 2015). Leithwood (2005) in Ghani et al. (2016) adding that the transformation leader leads by explaining the vision, setting a good example, encouraging teamwork, giving support, stimulating the intellect and placing high expectations so that subordinates are more eager to achieve organizational accuracy. Dynamically, the leadership of the transformation involves the sharing of vision and organizational parameters and efforts to encourage subordinates to do something without personal interests.

According to (Ibrahim 2018; Norisyah Abd Rahim 2018) indicators of the triumph of the leaders of transformation can be seen if the manifestation of the staff's awareness of their self-interest in celebrating the organization's mission together. Bass & Avolio (1996) states that charismatic leaders will exhibit traits of transformation due to followers' trust in them. Nurshahiralibrahim (2018) agree with that statement that the leader of the transformation will foster followers' beliefs, promote future changes and justify followers in questioning actions, thus guiding them towards a better direction.

In the field of education, KA Leithwood (1992) also found that transformation leaders in schools emphasized achieving three main subjects, namely: (1) helping teachers form, develop, perpetuate a professional work culture and a spirit of cooperation; (2) fostering teacher professional development; and (3) help solve problems in a memorable way (Muzakkir Muhammad Ihzzah & Khadijah Daud 2014).

2.1. Leadership Theory of Transformation

The leadership of transformation purified by Bass (1985) based on Burns (1978) has been divided into four aspects, namely ideal influence or charisma, intellectual stimulation, individual consideration and motivational inspiration. However, the leadership model Leithwood (1994) has explained about the leadership component of transformation through the dimensions of fostering school vision and
guidance, providing intellectual stimulation, offering individual support, being an example of important organizational values, showing high work performance, realizing high school culture who are creative and builds structure and promotes involvement in the decision making process (Philip et al. 2018).

Leithwood (1994) describes the leadership component of transformation through the dimensions of fostering school insight and literacy, providing intellectual stimulation, offering support separately and being an example to important values in organizations, which show high work performance, fostering a creative school culture and developing structure and promote involvement in the decision making process. Leithwood's transformation leader also showed high leadership values through commitment to achieving intentions by promoting teacher involvement, awakening intellect and stimulating teacher motivation to give full commitment to their work (Marenee Lin Tengi, Mahaliza Mansor & Zahari Hashim, 2017).

However, Northouse (2007) in (Aizul Fidy Kamarudin 2017) outlines that the leadership theory of transformation also has certain weaknesses and is criticized in all aspects. The criticism encompasses the explanation of difficult concepts because broad theoretical interpretations and the same method of measuring overlapping dimensions exist in the same theory or the theory of transactional leadership and laissez-faire leadership theory. In addition, this theory is also seen from the perspective of mere nature and not behavior. This theory is also described as elitist and anti-democratic. However, Northouse (2007) also states that although this theory accepts criticism, the approach continues to develop rapidly.

2.2. Leithwood Transformation Leadership Model (1994)

In the Leithwood Transformation Leadership Model, as many as seven dimensions are emphasized: fostering school vision and guidance, providing intellectual stimulation, offering individual support, being an example of important organizational values, showing high work performance, fostering a creative school culture and develop structures and encourage involvement in the decision making process. This model clearly details the idea of transformational leaders as leaders who seek to increase organizational brilliance through closer relationships between principals and teachers.
3.0. LITERATURE REVIEW
Ali (2017) stated that Bass (1985) refined the preliminary study made by Burns (1978) initially focusing on investigations to the leadership in military organizations and trade organizations, but later involved educational organizations. Bass believes that transformational leaders can do something different to increase the level of commitment and motivation of their followers through the three leadership characteristics that underlie transformational leadership, namely charisma or inspiration, individual consideration and intellectual stimulation. Furthermore, together Bass and Avolio are familiar with the four dimensions of transformational leadership, namely the Charismatic Characteristics of Leaders, Effort to Evoke and Evoke Inspiration, Effort to Emerge and Evoke Inspiration and Weigh Individual Feelings.

Furthermore, a study conducted by Shin and Zhou (2003) in Bilal el-Toufaili (2017) shows that the leadership of positive transformation with the creativity stage of subordinates. Likewise, Gong, Huang and Farh (2009) in (Habib Ismail & Zaimah Ramli 2012) found that learning orientation and transformation leadership were positively associated with worker creativity. Transformation
leaders increase the intrinsic motivation of subordinates, which stimulates creativity, and intellectual stimulation encourages subordinates to think creatively. There is a positive relationship between transformation leadership and subordinate creativity. In addition, the leadership of transformation and creativity are interrelated in meeting. It is very important that transformation leaders may inspire others to be more creative (Sheela Krishnan & Mohamed Yusof Mohd Nor 2018). It's different with (Anandawati 2018) he analyzes the relationship between transformation leadership, employee recognition with leaders, innovative climate, and worker creativity. According to his study decision that transformation leadership is not related to worker creativity, innovative climate, or the introduction of leader workers. However, the introduction of workers to leaders, and an innovative climate has been linked to worker creativity.

Furthermore, there have been many independent studies that show that the deeds of the leadership of transformation have brought positive changes to the ordering of schools. Abdul Shukor (2004) in Habib Ismail and Zaimah Ramli (2012) states that the management and leadership of the leader are the main factors that will determine the orderliness of the school and will determine the ups and downs of the school. Abdul Ghani (2005) in (Habib Ismail and Zaimah Ramli, 2012) also emphasized that the practice of the style or practice of transformation leadership by the leader seeks to improve teacher achievement (treatment of organizational citizens) and teacher attitudes (teacher commitment). When Koh (2008) states that with the leadership of transformation, (Noh & Wahab 2016).

Besides that, Marimuthu (2012) he stated that a school organization leader, that is, the leadership of a professor influences the attitudes of teachers towards any attempt to achieve the desired matlamat. This transformational leadership is practiced because transformational leaders are able to prove the brilliance of their organizations if they succeed in bringing their followers 'think out of the box' which leads to a change in attitude as well as a paradigm proposed as aspirated. This effort can awaken and increase the interest of teachers in animating and accepting the vision, mission and mission of the work forces under their leadership.

4.0. ISSUES AND CHALLENGES OF TRANSFORMATION LEADERSHIP IN SCHOOL

The glory of a school is closely related to the leadership factor of the leader or professor. Between the important role of leaders and headmasters carry out supervision of teaching and learning in the study room, reading programs, training programs in the service of teachers, school-based assessment programs and curriculum programs. All of these programs are motivated to produce quality, knowledgeable, moral, high-ranking students who are capable of achieving personal well-being in order to contribute to the harmony and prosperity of society and the state. To realize all the matlamat, leaders are individuals who are responsible for ensuring the school functions regularly and impressively (Nursyafina Safffie et al. 2018). However, in an effort to pursue matlamat, school leaders face various obstacles in an effort to advance their schools. Among the problems that are often faced by school leaders are:

4.1. Teachers' Commitments and Attitudes Are Not Satisfactory

Che Sulaiman, IS & Wahab (2017), Mohd Firdaus & Norsiah (2017) stated in their study that teacher commitment refers to the extent to which a person is involved in organizational matters. There are cases where the teacher does not want to give commitments as required by the organization. Low commitment among teachers occurs when teachers have attitude problems, such as being unmotivated and undisciplined which results in decreased work performance. The statement goes along with Awang Lokey &
M. Hasani Dali (2016) which states that at school there are still a handful of teachers who exhibit irresponsible attitudes such as being present through school and evading rather than accepting assignments other than still using old teaching practices and who do not want to change with the flow of change.

4.2. Low Efficacy Stage of Teacher Control

The efficacy of kendiri plays an important role in influencing teacher actions in teaching. The efficacy of the teacher's intention means the belief held by the teacher who is motivated to take action for the purpose of achieving matlamat. New teachers or novice teachers are often associated with a low level of self-efficacy due to lack of experience and knowledge. Ashton (1984) states that the lack of efficacy of the teacher's grip will cause them to feel negatively and view obstacles as something that is difficult to overcome. They tend not to want to try to increase the knowledge and skills needed. There are also a handful of teachers who are evasive and look for problems so that they do not need to teach new subjects or that are difficult because these subjects are not their opsyn (Intan Salina Che Sulaiman, 2017).

4.3. Leaders do not take tofu on the needs of subordinate staff

The leadership of transformation prioritizes the attention and focus on certain potentials and needs in the development of subordinate professionalism. Skills, skills and knowledge make confidence thicker in a leader and leave a positive impression on the teacher. A leader needs to take tofu and be sensitive to the needs of subordinates so that they are more eager to work (Tahir et al. 2018).

4.4. Become the Inspiration and Motivation of Subordinate Staff

Transformation leaders need to have behaviors that can motivate followers. They also need to continually increase their enthusiasm and can react to these challenges. The leader of the transformation must convince his followers of the mission and mission to be achieved. The leaders also witnessed their full commitment to the organization's matlamat. In the context of education, school leaders are responsible for providing moral support, understanding the needs and making the facilities necessary to improve and perpetuate the motivation of teachers in achieving matlamat school organizations (Marenee Lin Tengi, Mahaliza Mansor and Zahari Hashim, 2017).

4.5. Excessive Notice

Transformation leaders need to have access to a large database to enhance the ability to make the right decisions. But leaders need to know how to get the most valuable information and turn it into a strategic guide. They also need to know how to bring in high-level data analyzers who can assist in making the right decision (Savita Yadav and Vinita Agrawal, 2017).

4.6. Intellectual stimulation

Transformation leaders need to try to solve problems with new and innovative dimensions of thinking. They need followers to think creatively in solving problems. Transformation leaders need to make followers able to meet challenges and be brave enough to handle them (Marenee Lin Tengi, Mahaliza Mansor and Zahari Hashim, 2017).

5.0. IMPLICATIONS

The implication of this concept paper is that the leadership of the transformation needs to be given priority to increase the brilliance of the school. Ministries and education offices need to look for initiatives in order to be able to awaken the leadership of transformation in school rankings. This is to ensure that every leader can
spur overall school performance as contained in the 2013-2025 Educational Development Plan.

Furthermore, this concept paper shows that the practice of transformational leadership plays a very important role in strengthening the teacher's commitment to achieving organizational accuracy. The transformed leadership practices that have been outlined can be a guide to school leaders to improve the teacher commitment stage, teacher job satisfaction, the efficacy stage of self-help and allow teachers to assess their abilities. In addition, school leaders can improve the practice of their respective leaders by ensuring that staff are able to synchronize with the matematik and organizational matters. Finally, the implication of this concept paper is to provide input for positive social change, including implementing a leadership development program, can also improve the leadership practices of the transformer's leader.(Muzakkir Muhammad Ihzzah & Khadijah Daud 2014).

6.0. SUGGESTION
Headmasters as well as school principals must wisely choose approaches that are appropriate for resolving issues facing schools. A transformational leader will look at this challenge from the perspective of individual consideration. Through this approach, the principals talk with the problematic teacher to find out the root cause of their behavior. Future leaders will help find the best solution. In addition, the Elder plays a role to help teachers gain self-confidence and subsequently increase the efficacy stage of their control. Positive principals choose an intellectual stimulation approach where the principals encourage teachers to look for solutions and view the problem from different perspectives.

7.0. CONCLUSION
The leader or professor is the leader who is the most important element for the success of the school. In resolving various issues and challenges in schools, school leaders need to regularly display the characteristics of authoritative leadership so that they are always looked upon and respected by all school members. Analysis of previous studies shows that the leadership approach to transformation is in high demand by many school leaders today and is among the best choices to be practiced at school in order to improve moral well-being, emotions, attitudes and behavior of teachers and school members as a whole. This approach is seen in more depth because it realizes awareness in self-employment that every individual in the organization is important and every challenge will be able to be faced if working in pairs.

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