



**THE INFLUENCE OF TRANSFORMATIONAL
LEADERSHIP PRACTICES AND ISLAMIC
LEADERSHIP CORE VALUES ON TEACHERS' JOB
SATISFACTION**

BY

PARVINA SAIDOVA

**A dissertation submitted in fulfilment of the requirement for
the degree of Doctor of Philosophy in Education**

**Kulliyyah of Education
International Islamic University Malaysia**

MARCH 2018

ABSTRACT

Malaysian Government launched the Malaysia Education Blueprint in 2013 to outline the course of education transformation over the next period and to respond to many of the challenges encountered by the system. Although the application of transformational leadership in schools was a subject of investigation for decades, still the theory and practice of the role of transformational leadership remains to be an important issue. Hence, the main purpose of this study is to investigate the validity of the proposed practices of transformational leadership in Malaysian secondary schools from school leaders' and teachers' perspectives. The precise objectives were to estimate the model, to measure the influence of transformational leadership practices on teachers' job satisfaction and its relationship with Islamic Leadership core values. Seven hundred (N=700) questionnaires were administered to teachers and school leaders from four types of secondary schools (SMK; SMKA; SMS and MRSM) in Selangor, Malaysia. Out of the total questionnaires distributed (N=700), only 547 questionnaires were collected. Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA) are used to examine the direct effects of transformational leadership practices and Islamic leadership core values on teacher's job satisfaction. Structural equation modeling hypothesis-testing procedures indicated an acceptable fit revealing that the practice of transformational leadership such as setting direction, helping people and redesigning the organization has an effect on teachers' job satisfaction. The causal relationship is relatively high with standardized direct effect of 0.410 (CR >1.96). Also, Islamic leadership core values significantly influenced teachers' job satisfaction with standardized direct effect of 0.599 (CR>1.96). The estimation indicates that the practice and belief of Islamic leadership such as *tawhid*, *khalifah*, *amanah* and *adalah* by teachers themselves contribute immensely to their job satisfaction. Transformational leadership practices has a significant relationship with Islamic leadership core values with standardized correlational effect of 0.556. The current study explored how this style of leadership contributes in upholding the teachers' trustworthiness on their school leaders and proposed a model. The statistical findings were corresponding with research objectives and the research questions were answered with respect to statistical validations portraying with AMOS graphic.

خلاصة البحث

لقد أطلقت الحكومة الماليزية مخطط التعليم الماليزي في عام 2013م لغرض تحديد مسار التحول التعليمي خلال الفترة المقبلة واستعدادا لمواجهة الكثير من التحديات التي يواجهها النظام . وعلي الرغم من ان تطبيق القيادة التحويلية في المدارس كان موضع البحوث والتحقيق منذ عقود، إلا أن النظرية والممارسة المتعلقة بدور القيادة التحويلية لا يزال مسألة هامة. ومن ثم، فإن الغرض الرئيسي من هذه الدراسة هو التحقيق في صحة الممارسات المقترحة للقيادة التحويلية في المدارس الثانوية الماليزية من وجهة نظر قادة المدارس والمعلمين. وكانت الأهداف المحددة هي تقدير النموذج، وقياس تأثير ممارسات القيادة التحويلية علي رضا المعلمين عن العمل وعلاقته بالقيم الأساسية للقيادة الإسلامية لقد تم إعداد وتوزيع سبعمائة استبيان (N=700) على المدرسين وقادة المدارس من أربعة أنواع من المدارس الثانوية (المدارس الثانوية الوطنية (SMK)K المدارس الثانوية الدينية الوطنية (SMKA)، المدارس الثانوية الخاصة (SMS) ومدارس إم آر إس إم (MRSM) بولاية سلابجور، ماليزيا. ولم يتم جمع سوى 547 استبيانا من مجموع الاستبيانات الموزعة (N=700) وتم استخدام منهجية نماذج المعادلات الهيكلية وتحليل العوامل التأكيدية لدراسة الآثار المباشرة للممارسات القيادية التحويلية والقيم الأساسية للقيادة الإسلامية علي رضا المعلمين عن العمل. وأشارت المعادلة الانشائية نمذجة الفرضية إجراءات الاختبار إلى وجود توافق مقبول تفيد بأن ممارسة القيادة التحويلية مثل تحديد الاتجاه، ومساعدة الناس وإعادة الترتيب التنظيمي له تأثير علي رضا المعلمين تجاه العمل. والعلاقة السببية مرتفعة نسبيا مع الأثر المباشر الموحد $0.410 (CR > 1.96)$. كما أثرت القيم الأساسية للقيادة الإسلامية تأثيرا كبيرا علي رضا المعلمين عن العمل بالآثر المباشر $0.599 (CR > 1.96)$. وتشير التقديرات إلى ان ممارسة واعتقاد القيادة الإسلامية مثل التوحيد ومسؤولية الخلافة في الأرض، والأمانة والعدالة من جانب المعلمين أنفسهم كلها تسهم بشكل كبير في رضاهم عن العمل. وللممارسات القيادية التحويلية علاقة هامة مع القيم الأساسية للقيادة الإسلامية ذات التأثير المعياري المرتبط بالعلائقية البالغ 0.556 . كشفت الدراسة الحالية كيف أسهم هذا الأسلوب من القيادة في دعم جدارة المدرسين بالثقة في قيادتهم المدرسية واقترحت نموذجا. وكانت النتائج الاحصائية مناظرة لأهداف البحث وتمت الإجابة علي اسئلة البحث فيما يتعلق بإظهار التأكيد الإحصائي مع نموذج أموس (AMOS).

APPROVAL PAGE

The dissertation of Parvina Saidova has been approved by the following:

Mohamad Johdi Salleh
Supervisor

Sharifah Sariah Syed Hassan
Co-Supervisor

Azam Othman
Internal Examiner

Abdul Rahman Abdul Aziz
External Examiner

Amir Hasan Dawi
External Examiner

Saim Kayadibi
Chairman

DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

Parvina Saidova

Signature

Date

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

**DECLARATION OF COPYRIGHT AND AFFIRMATION OF
FAIR USE OF UNPUBLISHED RESEARCH**

**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP
PRACTICES AND ISLAMIC LEADERSHIP CORE VALUES ON
TEACHERS' JOB SATISFACTION**

I declare that the copyright holders of this dissertation are jointly owned by the student and IIUM.

Copyright © 2018 Parvina Saidova and International Islamic University Malaysia. All rights reserved.

No part of this unpublished research may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the copyright holder except as provided below

1. Any material contained in or derived from this unpublished research may be used by others in their writing with due acknowledgement.
2. IIUM or its library will have the right to make and transmit copies (print or electronic) for institutional and academic purposes.
3. The IIUM library will have the right to make, store in a retrieved system and supply copies of this unpublished research if requested by other universities and research libraries.

By signing this form, I acknowledged that I have read and understand the IIUM Intellectual Property Right and Commercialization policy.

Affirmed by Parvina Saidova

.....
Signature

.....
Date

I dedicate this work to my parents who have always encouraged me to seek knowledge and pursue my studies, for my husband for his support, kindness and patience and for my blessed children Tasnim and Tamim.

ACKNOWLEDGEMENTS

The completion of this undertaking could not have been possible without the assistance and participation of so many people whose names not all may be counted. Their contributions are acknowledged gratefully and appreciated highly. However, I would like to express my indebtedness and sincere appreciation to Assoc. Prof. Dr. Mohamad Johdi Salleh, for his endless support, great supervision, kind and understanding nature which helped me immensely to finish my research.

I gratefully acknowledge the support and expertise of my co-supervisor Assoc. Prof. Dr. Sharifah Sariah Syed Hassan for her excellent guidance, outstanding supervision, patience and encouragement during my study and the process of writing this thesis. I appreciate her comments and critics regarding the improvement of the research.

I would like to offer my special thanks to Prof. Dr. Nik Ahmad Hisham Ismail, Prof. Dato' Dr. Sidek Baba; Assoc. Prof. Dr. Nik Suryani Nik Abd. Rahman, Prof. Dr. Hairuddin Mohd Ali, Assoc Prof. Dr. Azam Othman, Assoc Prof. Dr. Ismaiel Hassanein Ahmed Mohamed for being great and supportive. I have gained a lot of positive and valuable experiences while taking courses with them. I have enjoyed their classes and acquired sufficient knowledge which helped me to finish this research.

I would like to thank all staff of Postgraduate Department of Kulliyah of Education and Department of Social Foundations and Educational Leadership especially Sister Norsiah Yahya for her great help.

Finally, I wish to thank my family, parents, siblings and friends for their kindness, support and encouragement, inspiration and motivation they have given and shown to me throughout my journey.

TABLE OF CONTENTS

Abstract	ii
Abstract in Arabic	iii
Approval Page.....	iv
Declaration	v
Copyright Page.....	vi
Dedication	vii
Acknowledgements	viii
List of Tables	xiii
List of Figures	xv
List of Abbreviations	xvi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 School Leadership Styles.....	3
1.2.1 Transactional Leadership	4
1.2.2 Characteristics of Transactional Leaders	5
1.2.3 Transformational Leadership	6
1.2.4 Characteristics of Transformational Leaders	7
1.2.5 Differences between Transformational and Transactional Leadership	7
1.3 Islamic Leadership Core Values	9
1.4 Teachers' Job Satisfaction	11
1.5 Statement of the Problem	14
1.6 Conceptual Framework.....	17
1.7 Purpose of the Study	20
1.8 Objectives of the Study.....	20
1.9 Research Questions.....	20
1.10 Research Hypotheses	21
1.11 Significance of the Study.....	21
1.12 Limitation of the Study.....	23
1.13 Definition of Key Terms.....	23
CHAPTER TWO: LITERATURE REVIEW.....	27
2.1 Introduction	27
2.2 Historical Overview of Transformational Leadership.....	27
2.3 Concept of Transformational Leadership in School Settings	31
2.4 Dimensions of Transformational Leadership in School Settings	38
2.4.1 Setting Directions.....	38
2.4.2 Helping People.....	41
2.4.3 Redesigning the Organization.....	44
2.5 Empirical Studies of TLP with Other Variables.....	46
2.6 Islamic Leadership.....	51
2.7 Empirical Studies of Islamic Leadership with Other Variables	54
2.7.1 Tawhid	65

2.7.2 Khalifah.....	66
2.7.3 Amanah	70
2.7.4 Adl.....	71
2.8 Transformational Leadership and Islamic Leadership Core Values	75
2.9 Job Satisfaction.....	78
2.9.1 Approaches of Job Satisfaction.....	82
2.9.2 Factors Determining Jobs' Satisfaction	82
2.9.3 Models of Job Satisfaction.....	83
2.10 Teachers' Job Satisfaction	86
2.10.1 Dimensions/Factors of Teachers' Job Satisfaction	87
2.11 Studies on Teachers Job Satisfaction.....	89
2.12 Summary.....	97

CHAPTER THREE: RESEARCH METHODOLOGY98

3.1 Introduction	98
3.2 Justification of Paradigm of the Study	98
3.3 Research Design	99
3.4 Background of the Samples.....	100
3.4.1 Secondary Schools in Malaysia	100
3.5 Samples and Sampling Method	102
3.5.1 Population	102
3.5.2 Sampling Frame	103
3.5.3 Sampling Method.....	104
3.5.4 Sampling Process	104
3.5.5 Sample Size.....	105
3.6 Instrumentation.....	107
3.6.1 Transformational Leadership Questionnaire Items.....	109
3.6.2 Islamic Leadership Core Values Items	110
3.6.3 Teachers' Job Satisfaction Items	111
3.6.4 Likert-Scale.....	112
3.6.6 Validity and Reliability.....	113
3.6.7 Pilot Testing.....	115
3.6.7.1 Descriptive Statistics of the Items	116
3.6.7.2 The Factor Solutions for Transformational Leadership Practices, Islamic Leadership Core Values and Teachers' Job Satisfaction.....	122
3.6.7.3 Labeling the Factor.....	125
3.7 Data Collection Procedure.....	127
3.8 Data Analysis Procedure	128
3.8.1 Endogenous Variable	129
3.8.2 Exogenous Variable	130
3.8.4 Data preparation.....	130
3.8.5 Descriptive Statistics.....	131
3.8.5.1 Outliers	131
3.8.5.2 Normality Test.....	131
3.8.6 Measurement Model	132
3.8.7 Structural Equation Modelling (SEM).....	132
3.9 Chapter Summary	133

CHAPTER FOUR: PRESENTATION OF RESULTS AND FINDINGS	134
4.1 Introduction	134
4.2 Characteristics of Sample	135
4.3 Data Preparation and Assessment.....	138
4.3.1 Outliers and Normality Test.....	138
4.3.2 Reliability and Descriptive Statistics	139
4.4 Measurement Model	141
4.4.1 Testing the Factorial Validity	141
4.4.1.1 Confirmatory Factor Analysis (CFA) of TLP	142
4.4.1.2 Confirmatory Factor Analysis (CFA) of ILCV	144
4.4.1.3 Confirmatory Factor Analysis (CFA) of TJS	145
4.4.1.4 Factorial Validity of TLP, ILCV and TJS	147
4.4.1.5 Reliability and Validity of TLP, ILCV and TJS.....	151
4.4.1.6 The Hypothesized Model	154
4.5 Structural Model of the Study	155
4.5.1 Transformational Leadership Practices Positively Influenced Teachers' Job Satisfaction.....	161
4.5.2 Islamic Leadership Core Values Positively Influence Teachers' Job Satisfaction.....	161
4.5.3 Transformational Leadership Practices Positively Correlates with Islamic Leadership Core Values.....	161
 CHAPTER FIVE: DISCUSSION OF FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION	 164
5.1 Introduction	164
5.2 Findings and Discussions	164
5.3 Implication of the Study	171
5.3.1 Theoretical Implications	171
5.3.2 Practical Implications.....	172
5.3.3 Methodological Implications	174
5.4 Limitations and Recommendations	174
5.4.1 Limitation of the Study	174
5.4.1.1 Types of Schools	174
5.4.1.2 Target Population	175
5.4.1.3 Methodology.....	175
5.4.2 Recommendations for Future Research	176
5.4.3 Recommendations for School Leaders and Teachers	178
5.5 Conclusion	179
 REFERENCES.....	 181
 APPENDIX A: QUESTIONNAIRE	 198
APPENDIX B: STANDARDIZED RESIDUAL COVARIANCE FOR THE ITEMS OF THE FINAL ANALYSIS OF CONFIRMATORY FACTOR ANALYSIS AND STRUCTURAL EQUATION MODELING	209

LIST OF TABLES

Table 1.1	Ten Key Criteria's of Differences between Transformational and Transactional Leadership	8
Table 1.2	Dimensions of Transformational Leadership Practices (TLP), Islamic Leadership Core Values (ILCV) and Teachers' Job Satisfaction (TJS)	19
Table 2.1	Empirical Studies of Transformational Leadership with Other Variables	46
Table 2.2	Definitions of Islamic Leadership	52
Table 2.3	Empirical Studies on Transformational Leadership with Islamic Educational Leadership	57
Table 2.4	Definitions of the Role of Man as Khalifah on Earth	67
Table 2.5	Empirical Studies of Islamic Leadership Core Values with Other Variables	74
Table 2.6	Definitions of Job Satisfaction by Authors	78
Table 2.7	Theories of Job Satisfaction	79
Table 2.8	Studies on Teachers Job Satisfaction	95
Table 3.1	Survey Research Design	100
Table 3.2	Type of Secondary Schools in Malaysia	102
Table 3.3	Distribution of Questionnaire According to Schools	105
Table 3.4	Determination of Sample Size from a Given Population	106
Table 3.5	Demographic Variables	109
Table 3.6	Transformational Leadership Practices Dimensions	110
Table 3.7	Islamic Leadership Core Values	111
Table 3.8	Teachers' Job Satisfaction Dimensions	112
Table 3.9	Descriptive Statistics of TLP, ISLV and TJS Items	117

Table 3.10	KMO and Bartlett's Test	119
Table 3.11	MSA among TLP, ILCV and TJS Items	120
Table 3.12	Dimensions of Transformational Leadership Practices (TLP), Islamic Leadership Core Values (ILCV) and Teachers' Job Satisfaction (TJS) Variables	123
Table 3.13	Factors, Items Measuring the Factors, Eigenvalues and Percentages of Variance of Factors	124
Table 3.14	Item Loading of Transformational Leadership Practices Factor	125
Table 3.15	Item Loading of Islamic Leadership Core Values Factor	126
Table 3.16	Item loading of Teachers' Job Satisfaction Factor	127
Table 3.17	Measurement and Structural Fit Indices Criteria	133
Table 4.1	Distributed and Answered Survey Questionnaire	136
Table 4.2	Demographic Profile of the Respondents	137
Table 4.3	Item-wise Means, Standard Deviation, and Factor and Factor Variable-Wise Cronbach's Alpha	140
Table 4.4	Maximum Likelihood Parameter Estimate of Standardized Factor Loadings, Standard Error and Critical Ratio for Transformational Leadership Practices Factor	143
Table 4.5	Maximum Likelihood Parameter Estimate of Standardized Factor Loadings, Standard Error and Critical Ratio for Islamic Leadership Core Values Factor	145
Table 4.6	Maximum Likelihood Parameter Estimate of Standardized Factor Loadings, Standard Error and Critical Ratio for Teachers' Job Satisfaction Factor	146
Table 4.7	Summary on Modified Measurement Models	148
Table 4.8	Maximum Likelihood Estimates of Standardized Factor Loadings, Critical Ratio, Measurement Error Variances, Direct and Square Multiple Correlation for a 3 Factor Model of the Study	149
Table 4.9	Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Squared Variance (MSV) and Average Shared Squared Variance (ASV) of TLP, ILCV and TJS	152

Table 4.10	Evidence of Convergent and Discriminant Validity of 3-Factors of the Study	153
Table 4.11	Standardized Residual Covariance for the Items of the Final Analysis of Confirmatory Factor Analysis and Structural Equation Model	153
Table 4.12	Relationship among the Constructs	152
Table 4.13	Maximum Likelihood Estimates of Standardized Factor Loadings, Critical Ratio, Measurement Error Variances, Direct and Covariance Effect for Structural Model of the Study	158

LIST OF FIGURES

Figure 1.1	Diagram of the Conceptual Framework of the Study	18
Figure 2.1	Islamic Leadership Core Values	62
Figure 2.2	Humanity's Faculties and Qualifications	69
Figure 2.3	Muhammad (p) as the Ouswatoun Hasana (Excellent Model) for Leaders	76
Figure 2.4	Maslow's Hierarchy of Needs Theory	81
Figure 2.5	Hypothesized Model of Transformational Leadership Practices and Islamic Leadership Core Values	97
Figure 3.1	Instrument Development Scheme	108
Figure 3.2	A Flowchart of Statistical Analysis of this Study	129
Figure 4.1	The Modified Measurement Model of Transformational Leadership Practices	142
Figure 4.2	The Modified Measurement Model of Islamic Leadership Core Values	144
Figure 4.3	The Modified Measurement Model of Teachers' Job Satisfaction	146
Figure 4.4	Hypothesized Measurement Model	147
Figure 4.5	Hypothesized Model	154
Figure 4.6	Hypothesized Model for TLP, ISLV and TJS	156
Figure 4.7	TLP Generated Model	163

LIST OF ABBREVIATIONS

TLP	Transformational Leadership Practices
ILCV	Islamic Leadership Core Values
TJS	Teachers Job Satisfaction
SEM	Structural Equation Model
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
TLI	Tucker Lewis Index
RMSEA	Root Mean Square Error of Approximation
PCA	Principal Component Analysis

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Malaysia as developing country is moving towards the vision 2020 in order to achieve the developed nation. Thus, in order to materialize this vision the Government not only needs to transform its economy but also education to ensure quality and excellence at International standard. To facilitate the quality of education and foster the process of transformation, the Ministry of Education (MOE) has set a plan (Malaysia Education Blueprint 2013-2025) for schools. Malaysian Education Blueprint is based on the mission of the MOE which is to advance a top class quality education system that brings about the full potential of individuals and realize the ambition of the Malaysian nation (Zanariah et al., 2011). Malaysian Education Blueprint implicitly imposes on the importance of schools improvement, parents' involvement, students' performance, teachers' career satisfaction and enhancement of leaders managing and leadership skills. Therefore, there is a growing concern about educational leadership and it is considered one of the important factors in managing schools currently. It is the quality of educational leadership that fosters amplified achievement for all students to meet the restraints of their learning with the challenges of contemporary life (Leithwood, Aitkent & Jantzi, 2006).

As technology and global economy are developing, the demand of society in the change of education increases. Thus, there must be a change in educational leadership as leadership requirements of school leaders are important for schools' effectiveness and educational reforms (Leithwood, 1994). In fact, the school

leadership is “a key factor for the school’s quality” (Huber, 2004:3). The importance of school leadership reforms for the quality and development of the school is increasing in a growing number of countries (Huber, 2004).

Leadership in schools is very different than in other institution or organization. Schools have unique goals, unusually committed employees and highly permeable frontiers that make it different from other type of organizations (Leithwood & Jantzi, 2005). Leadership in schools is usually viewed as an influential factor in the achievement of desired objectives. It involves inspiration, motivation, support, development and articulation of a vision for school which is based on personal and professional values (Bush & Glover, 2003). Accordingly, it is a complex concept where the values, goals, beliefs and decision-making skills of the leader give purpose and meaning to the policies and procedures which are required to be carried out (Sergiovanni, 2000).

Providing human resource for economic demand and good citizens requires effective and efficient leadership. Thus, the most common leadership requirement is having effective commitment and collaboration between leaders and followers. The commitment and collaboration, establishing goals and vision, providing a strong and embedding culture are the aims of every school leader. They play a vital role in identifying and implementing initiatives in order to continuously improve the quality of learning, teaching and achievement of higher results in their schools. Thus, they are expected to have strong and effective leadership style at this level to work effectively and pay careful attention in commitments among the teachers and to the society.

1.2 SCHOOL LEADERSHIP STYLES

School leaders are more effective and innovative when they follow or practice a particular leadership style. With a particular leadership style the school leaders can empower and motivate their staff. School leaders who have clear vision will transfer their effects in action. Thus, teachers' job satisfaction is tightly related to leadership style of a leader. Leadership style in its general and natural meaning is the way to provide direction, implement plans, and motivate people to work harder (Burgoyne, Hirsh & Williams, 2004). The leaders apply different leadership styles according to the situation, their beliefs, personal and professional values and worldview (Hicks, 2002; Bush & Glover, 2003). Leadership style is "the kind of behavior and abilities which the manager has and which enables him to interact with the employees to achieve goals" (Hesham, 2010:39).

Leadership styles in education always alternate and refines because of social, cultural, political and economic changes. These changes eventually effects schools and their leaders and require them to have strong sense of purpose in pursuing vision and mission of leading schools. The current strains for increased school capability to escalate student achievement and promote teachers professionalism and career satisfaction made the school leaders to change from a transactional leader to a transformational leader. As a result, the importance of representing a leadership style that certainly effects school enhancement is vital.

However, it is not the case that other leadership styles are no capable, but rather they are useful in different contexts. There are two leadership styles that need to be identified in order to build a basis for the leadership style component of the conceptual framework. These two leadership styles include transactional leadership and transformational leadership.

Bass and Riggio (2006) labeled a hierarchy of leadership models, with laissez-faire leadership being characterized as sub-optimal, transactional leadership being characterized as a mid-level or base level of acceptable leadership, and transformational leadership representing the highest level of the leadership structure and the most effective leadership process.

1.2.1 Transactional Leadership

Transactional leadership is well-defined by Avolio and Bass (2004) as setting up and defining arrangements or contracts to attain specific work objectives, discovering individuals' capabilities, and postulating the reparation and rewards that can be expected upon successful completion of the tasks. According to reviewed literature, transactional leadership is similar to authoritarian, hierarchical style of leadership which is task-oriented (Kathlene, 2011). Thus, transactional leadership is based on the mutual exchange of obligation and remuneration that are controlled by the school leaders. Leadership style which relates to promote the transactional leadership was refined throughout the years. Thus, the basic category of leadership transactional was not capable of facing the challenges (Cox, 2001).

The transactional leadership model was first described by Burns (1978), who characterized leadership as transactional (producing lower-order changes in subordinates such as behavioral changes) or transformational (producing higher-order changes in subordinates, such as changes in knowledge, understanding or attitude).

Hence, it has been argued that traditional transactional leadership was clearly no more capable and sufficient to lead the schools to pursue its efficiency and educational quality (Leithwood, 1992 & 1994; Leithwood, Jantzi & Steinbech, 1999; Leithwood & Jantzi, 2005). School leaders managed to adopt the new style of

leadership (Barnett; McCormick & Conners, 2001). Many educational leaders in fact were ready to embrace and put into practice another style of leadership such as transformational.

In Malaysia as any other developing countries the idea of transactional leadership was widely studied in educational, economic and political contexts (Azman et al., 2010; Hesham, 2010; Hanaysha et al., 2012). The contribution of this style of leadership was studied with outcome variables such as trust, performances, satisfaction and efficacy (Azman et al., 2010; Hesham, 2010; Hanaysha et al., 2012).

1.2.2 Characteristics of Transactional Leaders

Transactional leadership focuses on the interactions that occur between leaders and their followers (Burns, 1978). It involves contingent reinforcement where followers are motivated by their leaders' promises, rewards and praises (Burns, 1978; May et al., 2009). Transactional leaders react to whether the followers carry out what the leaders and followers have "transacted" to do (Bass & Steidlmeier, 1999). It implies that subordinates have a greater power and the ability to affect the strength of a leader's influence, style of behavior and the performance of the group (Penn, 2015).

Transactional leaders strive in providing and maintaining stability in an organization rather than bringing changes, motivating employees and accepting the employees' suggestions to improve and cultivate to achieve the success (Bass & Avolio, 2003). The primary tasks of the leaders here are providing structure and schedule for the employees to follow (Bass & Riggio, 2006). Transactional leaders can reward or punish the followers in order to achieve organizational goals.

1.2.3 Transformational Leadership

Transformational leadership is based on a more autonomous and collaborative style of leadership rather than transactional (Bass, 1998). Transformational leadership defines the people-oriented characteristic (Kathlene, 2011). Transformational approach to leadership has been found very effective (Salleh, Razikin & Parvina, 2009; Demir, 2008; Ejimofor, 2007; Singh & Lokotsch, 2005). Leithwood and colleagues (1992, 1994, 1999, 2000 & 2003) have captured much attention and contributed immensely in bridging the concept of transformational leadership to the field of educational leadership. Over the last few decades, there have been undertaken some important studies on transformational leadership in primary and secondary schools (Garick & Hazard, 2011; Jane, 2010; Salleh & Parvina 2010; Cheah, 2008; Ross & Gray, 2006; Alan, 2003). Almost, all findings supported the contribution of transformational leadership to school, student and teacher work performance (Geijsel, Slegers, Leithwood & Jantzi, 2003; Yu, Leithwood & Jantzi 2002). It arises 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” (Geijsel et al., 2003:230). Thus, according to Leithwood and Jantzi (2005) transformational approach to leadership emphasizes emotions and values and shares in common the fundamental aim of fostering capacity development and higher level of personal commitment to organizational goals. Increased capacities and commitments are assumed to result in extra effort and greater productivity. Although educational institutions are not the same as military or private sector organizations, yet the idea of transformational leadership is very suitable in schools.

1.2.4 Characteristics of Transformational Leaders

Leithwood et al. (1999) argued that transformational school leaders: (1) do not depend on charismatic practices or leader characteristics at all. They assume their roles and practices within and outside the school; (2) focus more on building the capacity of staff rather than on motivating them; (3) take the creation of opportunities for collaborative work among staff as major challenges to be addressed; (4) acknowledge the interdependent relationship among leadership and managerial activities; (5) work toward the creation of roles in schools for parents and members of the community as partners and co-producers of students learning. As transformational leaders, school leaders play a critical role in the successful implementation of school initiatives and they act as role models to those whom they lead (Dawon & Rakes, 2003). Therefore, it is important to differentiate the factors of transformational and transactional leadership to have a solid background about it.

1.2.5 Differences between Transformational and Transactional Leadership

Taking into consideration the complexity of these two styles of leadership while looking deep insight the theory, the differences must have been seen in practicing and understanding of them. Transformational leadership emphasizes more on personal morals, values, ethics, beliefs and qualities (Moss et al., 2009), standards and long-term goals (Harvey et al., 2006) while transactional leadership relies on contingent reinforcement where rewards and praise are given to those who work harder and efficiently and punishes those who committed mistakes in fulfilling the organizational duties (May et al., 2009). The differences between Transformational and Transactional Leadership is presented in Table 1.1.

Table 1.1 Ten Key Criteria's of Differences between Transformational and Transactional Leadership

Transformational Leadership	Transactional Leadership
<ol style="list-style-type: none"> 1. concerned with values, ethics, standards and long-term goals (Harvey et al., 2006). 2. is comprised of appraising motivation of the followers, realizing their needs and desires (Chan & Chan, 2005). 3. is the process whereby an individual joins with others and creates a connection that elevates the level of motivation and ethics in both the leader and the follower (Northouse, 2007). 4. observes and gets aware of the needs and desires of subordinates and attempt to assist followers attain their fullest potential (Trope & Liberman, 2000). 5. is identified by the ability to bring about significant changes (Burns, 1978; Banerji & Krishnan, 2000). 6. have the ability to conduct changes in the organization's strategy, vision, attitude and culture (Muller & Turner, 2010). 7. is mostly based on the personal morals, values, beliefs and qualities (Moss et al., 2009). 8. makes the subordinates feel trusted, admired, loyal and respected towards leaders and are motivated to perform extra-role behaviours (Bass, 1985; Katz & Kahn, 1978). 9. helps followers to transcend their own self-interests for the good at the group or organization (Bass, 1990; Charbonneau, 2004). 10. encourages subordinates to put in an extra effort and to go beyond what the subordinates expected before (Burns, 1978; Lee, 2005). 	<ol style="list-style-type: none"> 1. focuses on the exchanges that occur between leaders and their followers (Burns, 1978). 2. involves contingent reinforcement where followers are motivated by their leaders' promises, rewards, and praises (Burns, 1978; May et al., 2009). 3. reacts to whether the followers carry out what the leaders and followers have "transacted" to do (Bass & Steidlmeier, 1999). 4. implies that subordinates have a greater power and the ability to affect the strength of a leader's influence, style of behavior, and the performance of the group (Hollander, 1993; Penn, 2015). 5. elevates stability (Bass & Avolio, 2003). 6. identifies primarily tasks of the followers, establishes the structure, emphasizes on planned and scheduled work (Bass & Riggio, 2006). 7. involves management by exception (active) where followers are punished to achieve organizational goals (Hoy & Miskel, 2010). 8. is active, leaders correct the mistakes of followers by tracking their performance (Rowold, 2006). 9. involves management by exception (passive) where failing to intervene until problems become serious (Kwasi, 2015). 10. involves laissez – faire, avoiding getting involved when important issues arise, avoiding making decisions; and delaying response to urgent questions subordinates are given (Judge & Piccolo, 2004).