

PRINCIPALS AS TRANSFORMATIVE LEADERS FOR TEACHERS' PROFESSIONAL DEVELOPMENT: A CASE STUDY OF PRIVATE SCHOOLS IN PAKISTAN

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Abstract: Transformative leadership stimulates principals' to engage in new activities and put forward that "extra effort" for teachers' professional development. The purpose of this study included (a) to determine teachers' professional development in the context of transformative leadership in schools, (b) to identify participation of principals as transformative leaders for teachers' professional development in schools and (c) to explore challenges faced by principals as transformative leaders during service in schools. The study was descriptive and quantitative in nature, which was delimited to Islamabad. The target population included principals and teachers of 35 private schools of Islamabad. Using simple random sampling technique a sample of 35 principals and 70 teachers were selected. Data were collected through self-developed questionnaires. For data analysis, descriptive statistical measures (mean, frequency and percentage) were used. Results of the study; in context of the four components of transformative leadership (idealized influence, inspirational motivation, individualized consideration and intellectual stimulation) supported the transformative role of principals in professional development of teachers. Findings revealed evaluation of teachers' as a challenge for principals and they also faced various problems in providing guidance and opportunities to teachers. The study recommended that seminars may strengthen the knowledge and skills of principals and help them to overcome their challenges.

Keywords: Transformative leaders/transformational leadership, professional development, private schools, principals, Pakistan.

INTRODUCTION

Principal plays multidimensional role in school as a manager and leader. Schools might work appropriately without principal's dynamic leadership. Development of school is directly linked with the type of school leadership. It relates with the role of principals to guide and affect the teachers and students. Previously, principals were considered as the

guardians of the school which means an implementer of school policies. Now the role of principals has changed into pedagogical leaders. It implies that the duty of principal is not only to manage school oriented policies but he/she is a person accountable for developing the cognitive and professional domain of teachers and social domain of pupils. The role of the principal is indispensable in supporting and guiding the whole school structure (Memon, Simkins, Sisum & Zubeda, 2006).

Transformative leadership motivates teachers to improve their own capabilities and to attain further prospects. Transformative leadership directs to group members with the goal of constructing collective vision they need and supporting the objectives of institute with that of group members. Greater level of followers' gratification is attained through transformational leadership in relation to greater organizational commitment, higher performance and job satisfaction. Transformational leadership stimulates principals to engage in new activities and put forward "extra effort" for teachers' professional development. Principals practice primarily to help teachers work smarter and also believe that instructors as a group/team could devise better solutions than principal could do alone (Leithwood, Aitken & Jantzi, 2006).

According to Leithwood et al. (2006), successful school leaders possess strong positive influences on staff motivation, commitment and working conditions, leading to enhanced classroom practices. Principals need to develop staff capacity and capability

through professional development and working in teams to identify and address challenges. In this line of thinking, this study intended to analyze the role of principals as transformative leaders in the context of four components of transformative leadership style (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration), professional development of teachers and challenges and issues faced by principals.

LITERATURE REVIEW

The notion of transformative leadership demonstrates the road map towards effective leadership. It is vital for individual and structural development. In the view of Geijsel, Slegers, Leithwood & Jantzi (2003) “transformational leadership occurs when one or more individuals engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morals”

According to Hargreaves & Fink (2006) transformative leadership allows individuals of an organization to promote a cooperative environment that inspires problem solving and teacher development. Transformative leader supports open discussion, clear lines of communication and collaborative policymaking. It devotes greatly in continuous professional development in relation to institutional demands. Transformational leadership endorses learning that trials under constant appraisal of those institutional values and norms which are appropriate to be taken for granted, especially in times of rapid change (Arachchi, 2012, Rafferty & Griffin, 2004). In this type of leadership the principal assigns responsibilities not only to teachers but also assists them about how to manage as well (Russell, 2001).

Hukpati (2009) viewed the need of three main goals for transformative leadership effectiveness in school. The preliminary one is that, transformative principal should help

teachers and maintain a cooperative school culture by ensuring a common policymaking. The second goal is the contribution of teachers in resolving school problems by giving authority of solution of these problems; so teacher development can be augmented. Ultimately, transformative leadership encourages teachers to work in groups and improves their collaboration through promoting ideas.

In the view of Strong-Rhoads (2011) transformative leadership include those actions of leader in organization, which are valuable for achieving individual and collective goals and also useful for teachers to lead their students in classroom organization. Transformative leaders motivate the recognition of team goals. Such leaders share their leadership roles with group members and recognize their role as team players (Anderson, 2008).

Transformative leadership has a constructive impression on beliefs of teachers and their readiness to change. Luft (2012) investigated the components of transformative leadership, and reported intellectual stimulation, had substantial impact on teacher’s obligation and extra struggle within the framework of educational development.

According to Squire-Kelly (2012) transformative leadership acquires obligation rather than agreement. It builds a network in which each individual has a sense of being shareholder in the mission of organization. Transformative leadership is also empathetic and emotionally charged.

Research recommended that principals who are most actively engaged in monitoring teachers and reflecting with them on instructional procedures are actually engaged in manners which in turn facilitate students’ attainment. Literature on instructional leadership suggested principals to work with teachers, as some sharing of this obligation is not only satisfactory but essentially required to

build the instructional expertise and leadership capabilities of teachers (Klinginsmith, 2007). Afshari, Bakar, Luan & Siraj (2012) suggested that for becoming a transformational leader, principals should learn skills through trainings and attain the requisite abilities

OBJECTIVES OF THE STUDY

The objectives of the study were to;

1. Identify participation of principals as transformative leaders in private schools of Islamabad.
2. Determine teachers' professional development in the context of transformative leadership in private schools of Islamabad.
3. Investigate challenges faced by principals as transformative leaders during service in private schools of Islamabad.

RESEARCH METHODOLOGY

The research was quantitative in nature deploying survey (descriptive) design of the study.

Population

The target population comprised of all principals and teachers from private schools of Islamabad.

Sample and sampling technique

Through random sampling technique, researcher selected 35 principals and 70 teachers of private schools of Islamabad.

Research tool

Two self-developed questionnaires; one for principals and the other for the respective teachers, were designed on five point Likert Scale covering four aspects of transformational leadership.

Data collection

The data were collected through personal visits of researcher in respective schools. Total response rate was hundred percent.

Data analysis

Analysis of collected data was done by using SPSS 18. Descriptive statistical measures i.e.

mean and percentages were applied on the data gathered by the respondents.

Table 1: Analysis of Principals' Responses

S.No	Statements	Mean
1.	Teachers show respect towards	
(a)	principal	1.46
(b)	Teachers feel satisfied working with principal	1.71
(c)	Mutual trust among principal and	1.63
(d)	teachers	1.74
(e)	Best decision making in school	1.43
(f)	Principal as leader in school	1.83
(g)	Modification of situation by principal	1.57
(h)	Successful principal record of solid decisions	1.57
(i)	Goals for betterment of organization	1.51
	Positive talk visualizes success	
2.	Professional development	
(a)	Teachers PD depends on principal's facilitation	1.97
(b)	Contribution of principal to enhance teachers' PD	1.66
(c)	Principal gives value to staff in decision making matters	1.66
(d)	Principal prefers staff meetings regarding PD	1.66
(e)	Seminars and workshops regarding PD	1.97
(f)	Principal encourages teachers to participate in PD seminars and workshops	1.74
(g)	Teachers' interest in professional activities of colleagues	2.20
3.	Inspirational Motivation	
(a)	Future planning of PD in schools	2.20
(b)	School requirements of met	1.74
(c)	Collaboration exists among teachers in school	1.74
(d)	Principal's optimistic conversation with teachers	1.63
(e)	Expression of words by principal	1.63
4.	Intellectual stimulation	
(a)	Arguments take place among teachers and principal	1.74
(b)	Principal inspires teachers for their full potential	1.60
(c)	Principal as keen observer	1.97
(d)	Principal enables teachers for innovative thinking	1.74
(e)	Principal guides teachers for re-thinking	1.89
5.	Individualized consideration	
(a)	Principal's appreciation for teachers	1.34
(b)	Principal's co-operation with	1.51
(c)	colleagues	1.46

(d)	Principal recognizes teachers' capabilities	1.57	(d)	Principal enables teachers for innovative thinking	2.00
(e)	Principal helps teachers in school	1.51	(e)	Principal guides teachers for re-thinking	1.89
6. Challenges			5. Individualized consideration		
(a)	Evaluation of teachers' effectiveness	2.23	(a)	Principal's appreciation for teachers	1.57
(b)	Problems faced by principal	2.34	(b)	Principal's co-operation with colleagues	1.74
(c)	Performance of teachers	2.03	(c)	Principal recognizes teachers' capabilities	1.81
(d)	Teachers' absenteeism	1.46	(d)	Principal helps teachers in school	1.93
(e)	Transformation of school culture	1.94	(e)	Principal consoles teachers	1.91

Table 2: Analysis of Teachers' Responses

S.No	Statements	Mean
1.	Idealized influence	
(a)	Teachers show respect to principal	1.50
(b)	Teachers feel contented working with principal	1.74
(c)	Mutual trust among principal and teachers	1.60
(d)	Best decision making by principal	1.60
(e)	Principal's role as leader in school	1.57
(f)	Modification of situation by Principal	1.84
(g)	Successful principal record of solid decisions	1.67
(h)	Goals for betterment of organization	1.63
(i)	Positive talk visualizes success	1.58
2.	Professional development	
(a)	Teachers PD depends on principals' facilitation	1.75
(b)	Contribution of principal to enhance teachers PD	1.68
(c)	Principal gives value to teachers in decision making matters	1.71
(d)	Principal prefers staff meetings regarding PD	1.77
(e)	Seminars and workshops regarding PD	2.04
(f)	Principal encourages teachers to participate in PD seminars and workshops	1.77
(g)	Teachers' interest in professional activities of colleagues	2.00
3.	Inspirational Motivation	
(a)	Future planning of PD in schools	1.75
(b)	School's requirements are met	2.14
(c)	Collaboration exists among teachers in school	1.80
(d)	Principal's optimistic conversation with teachers	1.87
(e)	Expression of words by principal	1.97
4.	Intellectual stimulation	
(a)	Arguments take place among teachers and the principal	2.07
(b)	Principal inspires teachers for their full potential	1.80
(c)	Principal as keen observer	1.70

(a)	Evaluation of teacher's effectiveness	2.21
(b)	Problems faced by principal	2.63
(c)	Performance of teachers	2.31
(d)	Teachers' absenteeism	1.89
(e)	Transformation of school culture	1.96

Findings

Following findings were drawn from analysis and interpretation of data under four components of transformative leadership, professional development of teachers and challenges faced by principals in schools.

Idealized Influence

Majority of principals responded positively about their leadership role in school and viewed positive talk helpful to visualize success. Furthermore, mutual trust and respect existed between principals and teachers. Findings also revealed expectation of principals to make goals for improvement of organization. Circumstances are not always perfect in school, it rests on principal that how she/he can adjust situation in a best ideal way. These aspects were also confirmed by teachers' positive responses.

Professional Development

Owing to professional development, principals strongly agreed about their participation in school to improve teachers' growth which depends on principals' facilitation. Findings showed positive responses regarding the opinion of teachers in decision making matters. They preferred staff meetings regarding professional development matters. This result showed that majority of schools arranged seminars regarding PD. Moreover, they encouraged teachers to participate in

workshops and conferences. Teachers also showed considerable interest in the professional activities of their colleagues. These statements were also verified by teachers.

Inspirational Motivation

Future planning of professional development exists in majority of schools. Findings revealed that all requirements of school were fulfilled by principals. There exists collaboration among teachers in their schools. Principals' discussion with teachers remained optimistic about future of their school. Principals expressed with a few simple words what they could do in school. All teachers had positive responses to these points.

Intellectual Stimulation

Findings revealed that exchange of arguments take place among teachers and the principals. Principals encouraged teachers to give their full potential and also served as keen observer regarding teachers. Principals encouraged teachers to think about old problems in innovative ways. They also guided teachers to rethink ideas that they had never questioned before. Result of teachers' survey revealed optimistic response to these statements.

Individualized Consideration

Principals appreciated teachers when they attain their objectives and also establish cooperative rapport with their school colleagues. Principals helped their teachers to develop themselves and give individual attention to teachers who seemed disappointed. Teachers also verified and showed optimistic response about these statements.

Challenges

Findings showed that evaluation of teachers' efficiency is puzzling for principals in schools and they faced problems in providing opportunities and supervision for teachers to build their skills and competence. In this context, performance of teachers also created problems in schools and teachers' absence viewed as a big obstacle on the part of principals. Moreover, principals also

considered transformation of school's culture as a greatest challenge for them. Majority of teachers agreed on these challenges faced by principals in schools.

Mean of principals' responses showed that the lowest mean of the data was 1.34 regarding the statement (*I appreciate my teachers when they attain their goals*). The maximum mean of the data about this statement (*I face problem in providing opportunities and guidance for teachers to build their skills and competence.*) was 2.34.

Mean of teachers' responses showed the lowermost mean of the item (*I give respect to my principal*) was 1.50 and maximum mean of the item was 2.63 about the statement (*teachers face problems in achieving opportunities and guidance to build their skills and competence*). This indicated that majority of principals and teachers face similar challenges in the domain of opportunities and guidance.

Conclusions

Findings of the study envisaged following conclusions: The component of transformative leadership (Idealized Influence) showed that principals work as leader in schools. In the light of professional development, it is concluded that professional development of teachers existed in private schools. Principals also facilitated for teachers' professional development in schools. The component of transformative leadership (inspirational motivation) showed that principals played motivational role for teachers in school. The component of transformative leadership (intellectual stimulation) showed that principals focused the attention for making teachers intellectually strong. The component of transformative leadership (Individualized consideration) showed that principals gave individual attention to teachers for developing their strength and capabilities. Principals faced problems in; providing guidance and opportunities to teachers for building their competence and skill, evaluation of teachers'

effectiveness, teachers' absenteeism in school and transformation of school culture. Mean analysis concluded that majority of principals and teachers face similar challenges in the domain of opportunities and guidance to build their skills and competences respectively.

Discussion

Transformative leadership strengthens individuals of an organization to establish a collaborative culture that encourages teachers' professional development and problem solving (Hargreaves & Fink, 2004). Moreover, teachers' empowerment is compulsory to enable them to deal with the assigned tasks in a better way which addresses intellectual stimulation; the component of transformative leadership. In this line of thinking; findings of this study also advocate that principals play transformative leadership role in schools and work for teachers' professional development. Results of this study also reveal that there exists collaboration among teachers in schools. Hence, team work is an easy way to achieve organizational goals.

According to Hukpati (2009), principals must involve themselves in leadership workshops and development trainings in order to function in best possible way. These programs have value to foster accomplishment. More specifically, motivation and improved personal capabilities are very important for effective leadership. These views support findings of study and also helpful in recommendation of study given to principals to overcome challenges in schools.

Transformative leadership has a positive impression on teachers' opinion and their readiness to change. Luft (2012) investigated components of transformative leadership and reported intellectual stimulation, for its substantial outcome on teachers' commitment and extra effort within the context of educational development. This view also supports the current study that principals work as transformative leaders in private schools of Islamabad Pakistan.

Recommendations

Following recommendations were drawn on the basis of conclusions of the study; Seminars in schools may strengthen the knowledge and skills of principals hence help them to overcome challenges. Teachers may be encouraged to attend workshops and seminars related to their professional development held at national and international level. Evaluation may be based on clear criteria. Principals may follow leave policies to overcome teachers' absenteeism in schools.

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