The Effects of Transformational Leadership towards Teachers Innovative Behavior in Schools

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Abstract- Transformational leadership style is an effective and widely practiced within the organization including in schools. Transformational leadership is reported to have a big influenced on the behavior of individuals within the organization. This study was aimed to identify the effect of transformational leadership of principals towards teachers innovativebehavior in the school. This is a cross-sectional survey involving 346 secondary school teachers in Kedah (Peninsular Malaysia). The instrument used was the Multifactor Leadership Questionnaire (MLQ) and Innovative Behavior Instrument (IBI). The results of the study hadshownthat transformational leadership principalshad affected teachers innovative behaviors. This study also found that the effect of transformational leadership had contributed to innovative teachers behaviors. Therefore, transformational leadership should be practiced by all school leaders to improve the behavior of innovative teachers, megalithic thus improving school performance.

Keywords- transformational leadership, innovative behavior, secondary school

I. INTRODUCTION

Leadership refers to the process of influencing others to achieve a goal (Bryman 1992, Yulk 2002). Leadership can also be defined as the ability to influence, motivate, change the attitude and behavior of subordinates to agree to implement the programs and make changes to achieve organizational goals. While the management practices of school leaders in relation to all the activities and the role played by principals / headmasters when they carry out tasks in the management of schools.

Currently, the education system needs a leader who has high competence and strong leadership practices to make schools effective and brilliantly led. School leaders need to be prepared with ideas and strategies to ensure the effectiveness of schools, especially in meeting the demands of parents and students. School leaders also need to be more sensitive to changes and innovations in the field of education. The challenge and the main task of the leaders and teachers of the present time not only to teach counting and reading but makes teaching and learning more interesting and produce students who have the creativity and innovative (Sugiarto, 2009).

Innovation and creativity are contributing towards change and excellence. Therefore schools must be able to identify individual abilities to innovate and to make it as a practice. What is meant by innovation and how does it happen? Innovation is the act of introducing something new practice or make a change for the innovation cannot be used unless they are adopted and circulated in improving organizational effectiveness. Innovation is the basis of creativity (Scott & Bruce, 1994) in which creativity is a process that helps generate ideas. Numerous studies have reported that transformational leadership has a significant effect on the performance of followers and organization , but there are limited research on the effects of this type of leadership on followers creativity. (Dvir, et al., 2002: Saedah Siraj, et al., 2011). The current study is based on this pressing need and seeks to identify the effect of transformational leadership on teachers creativity.

1.2   Innovative Behavior

Innovations and creativity are the key factors to success and competititve advantages of organizations . According to Gumusluogle and Ilsev (2009), creativity is the production of novel and useful ideas, and innovation is the successful implementation of creative ideas within an organization.   Zaltman, Duncan and Holbek (1973) and Axtell, Holman, Unsworth, Waterson and Harrington (2000) define the innovation process consists of two phases: idea generation and idea implementation. Many studies have given attention to the creativity or idea generation (Mumford, 2000; McAdam and McClelland, 2002). Yet innovation should involve the implementation of the idea. De Jong and Den Hartog (2007), gives a definition of innovative behavior as the generation of ideas and applications either as individual assignments, group or organization. Innovation can be sown in the organization to explore opportunities, identify gaps in performance or propose a solution to a problem. The opportunities to generate ideas in organizations such as improvements in the terms of reference to enhance customer satisfaction and improve organizational performances. In the implementation process, staff can demonstrate behaviors such as application-based staff who have a commitment to an idea can

influence others to implement the idea. There are many studies that show creativity and innovation are closely linked. However, this study will take into account the idea generation and implementation of ideas as innovative behavior.

1.3   Transformational Leadership

Transformationalleadership in this study refers to the dimensions of transformational leadership introduced by Burns (1978) and Bass (1985). Transformational leadership is defined as a style of leadership in which the leader encourages followers to do more than the basic expectations that they can do (Bass, 1985). The leader will always motivate followers to improve ourselves, to achieve self and thus encourage them to promote the organization. Even Bass (1990) states that a leader has been practicing transformational leadership style success when he changed the attitude of individuals leads from emphasize the importance of self-interest groups and organizations. This change occurs when they are voluntarily willing to work and fight to achieve the objectives and goals of the organization.

According to Bass and Avalio (1999), transformational leadership refers to the leaders moving the followers level of maturity and ideals as well as concerns for achievement , self-actualization and well-being of athers, the organization and society. There are four dimensions for transformational leadership; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence and inspirational motivational are displayed when the leaderhelps followers to be more innovative and creative. Individualized consideration is displayed when the leaders pay attention to the followers development needs, suport and coaches them. Transformational leaders also delegate assignments to their followers as opportunities for growth (1999).

Ishak Sin (2002), also conducted a survey of 98 education officers in Malaysia country consisting of principals, teachers, state and district officials and lecturers from matriculation to the leadership style they like. Through the data collected, a total of 92.4% of the respondents suggested that the most preferred leadership style is transformational leadership style with the four dimensions of obtaining a high level of thoughtfulness individual style, a style that stimulates intellectual force that inspire and excite motivation and the nature and behavior of a superior leader.

1.4   Relationship between Transformational Leadership and Innovative Behaviour

ransformational leadership has shown a positive relationship with creativity in several studies conducted in the field of business. (Kahai, et al., 2003) Because transformational leadership thought provoking individuals to generate new ideas and develop individual potential. A study conducted by Shin and Zhao (2003), found that transformational leadership has encouraged creativity among employees within the organization. In this effort, the transformational leader stimulates employees to see problems in new ways (intellectual stimulation) and motivate employees to solve creatively (inspirational motivation). Elkins and Keller (2003), and Gumusluoglu and Ilsev (2009), in their study had found that transformational leadership behaviors and determinants related to creativity and innovation in the workplaces, the organization's vision, support innovative behavior, encourage and give recognition to the followers. At the school level studies conducted by MariekeThurlings et al (2015), Sagnak (2012), and Sosik et al. (1998), found that the behavior of transformational leadership by principals can promote creativity. Such things as transformational leadership is able to recognize the needs of followers to changes, create a vision and lead change and implement change effectively (Sosik et al., 1998)

According to Moolenaar et al.,(2010) transformational leadership is positively associated with school innovative climate and it motivates followers to do more than they are expected in terms of extra effort and greater productivity.

II.   IDENTIFY, RESEARCH AND COLLECT IDEA

RESEARCH QUESTIONS

The purpose of this paper is to identify the influence of principal transformational leadership towards teachers innovative behavior in school. More specifically, the purpose of this study is to identify the aspects of transformational leadership as a major contributor to the innovative behavior.

METHODOLOGY

This study used quantitative research methods. According to Cohen, Manion and Morrison (2000), if the study involves many respondents, the appropriate use of quantitative methods. The advantages of this design allows plenty of information collected at any one time, low cost and easy to handle (Creswell, 1997). In addition, the use of a questionnaire that seeks to encompass many samples with low cost led to comparisons between studies become more detailed as well as a higher degree of objectivity (Chua, 2006).

The study wasconducted by survey method using questionnaire to collect information required from teachers of secondary schools Kedah state (peninsular Malaysia). Using of the questionnaire is a data collection tool that is used in a lot of school management and leadership study. The study sample consisted of 346 secondary schools teachers in the Kedah state. Samples were selected by using

random sampling technique. Only teachers who served two years and only taken into account as the sample for period of two years is sufficient for a person to draw conclusions about the characteristics of the school to which he belongs (Sala, 2002).

Transformational leadership is measured by using instrument Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avalio (1992) and Innovative Behavior Scales (IBS) by Janssen (2001) and Jong &Hartog (2010). Data were analyzed using SPSS version 20, Descriptive statistics using percentage, mean and standard deviation. Multiple regression analysis is used to identify the aspects transformational leadership as predictors of teachers innovative behaviors in school.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

FINDINGS

Influence of Transformational Leadership on Innovative Behavior in schools

Table 1summarizes the results of multiple regression analysis used stepwise. R square is not statistically different from zero (R= 0.804; F= 25.073; p >0.05). This findingshad suggested that transformational leadership had a positive and significant influence on innovative behavior in schools. However, based on Table 1, there was only one dimension of transformational leadership served as the predictor for teachers innovative behavior, namely intellectual stimulation (t = 2.700, p< .05). The combination of predictor variableshad contributed 22.7 percent to the variance of teachers innovative behavior.

Table 1
A summary of the results of multiple regression analysis dimensions Transformational Leadership on Innovative Behavior

Predictors	B	Beta	t	p
Idealized influence	.114	.176	1.867	.063
Aspiration motivation	-.055	-.085	-.775	.439
Intellectual stimulation	.182	.276	2.700	.007
Individual consideration	.085	.132	1.217	.224

R = .477   R Squre = .227   Adjusted R Square = .218
F = 25.073   P = .000

IV. DISCUSSION

The study found that transformational leadership has a significant influence on the behavior of innovative teachers. Combined dimensions contained in transformational leadership variables contribute 21.8% of the variance of the behavior of innovative teachers. This finding indicates that the principal transformational leadership contributed significantly to the behavior of innovative teachers.However only dimension of intellectual stimulation has a significant correlation with the behavior of innovative teachers while the other dimensions of the ideal, inspirational motivation and individualized consideration showed no significant effect.

These findings are also consistent with a study conducted by Elkins and Keller (2003), Gumusluoglu and Ilsew (2009), Sosik et al. (1998), who found a leader who adopted transformational leadership had a close relationship as a determinant of innovation and creativity in the workplace, supports innovation, autonomy, recognition and challenges. The study also found that those leaders had practiced intellectual stimulation to develop innovation and creative thinking among followers. Intellectual stimulation dimensions also allow leaders challenging followers to think outside the box and use a new approach in solving a problem or task.

According to Bass (1985), transformational leaders are not only challenging the status quo, but they also encouraged creativity among followers. Followers are encouraged to explore new ways to solve a problem or create something new. Accordingly, the practice principals encourage teachers to use the intellectual resources will enable them to behave in a more creative and innovative in improving school performance.

V. CONCLUSION

Overall, this study has shown that transformational leadership principals who practiced mainly dimensions of intellectual stimulation and individualized consideration had directly improved the behavior of innovative teachers in the school. This is because the principal can stimulate teachers to think about old problems through new paradigm ways and encourage them to challenge their own values, traditions and beliefs. This allows teachers to practice thinking in more generative and explorative methods. The extent to which the role of transformational leadership practiced by school leaders will be observed by teachers. For that reason, leaders need to be more knowledgeable in implementing any behavior that will not lead to negative comments by teachers.

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