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Efficiency of Transformational Leadership in High School

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ABSTRACT
Researchers have conducted number of studies in order to demonstrate the effects of leadership styles on school outcomes. In this research particularly, the fullrange of leadership styles have been used. This study purposes to discover the level of transformational leadership behaviors that Niko Nikoladze school principal demonstrates at school during their administrative practices on daily basis.Results reveal that school principals demonstrate high level of characteristics of transformational leadership in terms of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviors. The impact of transformational leadership on job satisfaction, performance, motivation and organizational commitment of teachers were analysed. The research results showed that particularly, transformational leadership style affected job satisfaction, performance, motivation and organizational commitment of teachers in a positive way. The survey method applied to 41 participants and analyzed by frequency method.
Keywords: *transformational leadership,school principal, motivation, performance.*

INTRODUCTION
Educational organizations are those which have been set up to realise a specific social aim which shape the future of a society. The quality of education determines the future of a society. Schools, which have the responsibility of fulfilling muti-dimensional functions, are affected by internal and external environmental factors. Some of these factors may be negative. The elimination of negative factors depends on the presence of leader that's why principal is the key person in creating an ideal school. The managerial knowledge and skills of the principal are of great importance for in-class educational development and they play a significant role in the overall success of the school (Anderson, 1991). In many respects, the principal is the most important and influential individual in the school. It is his or her leadership that shapes the school's learning climate, the level of the relationship between staff, and the teacher morale. If a school is open to innovation, it is able to build good relationships with its environment, can give better instruction, and its students can exhibit their skills. The leadership style of the principal can be considered the key to this success (Hoy & Sabo, 1998; Hoy & Miskel, 1991).

LITERATURE REVIEW AND GENEREAL VIEW OF LEADERSHIP
Leadership
 Many leadership theories describe leadership one or more of the following three perspectives: leadership as a process or relationship, leadership as a combination of traits or personality characteristics, and leadership expressed as certain behaviours or, as they are more commonly referred to, leadership skills. In virtually all of the more dominant theories there exist the notions that, at least to some degree, leadership is a *process* that involves *influencing* a group of people towards the realisation of *goals* (Wolinski, 2010). Miller, Devin and Shoop (2007) defined leadership as 'the activity of influencing others to strive willingly for group objectives.' Leadership is a process of directly influencing the activities of individuals or a group of people in efforts towards goal attainment. It involves a force that initiates actions both in followers and in leaders (Bush,2005). It is the ability to get things done with the assistance and cooperation of other people within the system. Good leadership may be articulated as a collection of concepts, principles or practices that indicate leadership as very much related to the act of decision-

making, ie giving directions to subordinates directions which will inspire them to work cooperatively and enthusiastically in order to change conditions and achieve the organisation's set goals.

Transformational Leadership

The term transformational leader was originally developed by James MacGregor Burns(Burns 1978).Burns further suggests that what was lacking in his original work was a focus on psychology. He believes that to understand leadership and change, we must examine human needs and social change. His exploration also includes looking at leadership as a form of power based on "the possession of resources by those that hold power, as well as the interplay of the wants and needs, motives, values, and capacities of both would-be leaders and their potential followers" (Burns 2003 p.16). Burns contends that leadership is a moral undertaking and a response to human wants as they are expressed in human values. He believes that the biggest and boldest task of global leadership should be to respond to world poverty. Burns suggests that, "transforming leadership begins on people's terms, driven by their wants and needs, and must culminate in expanding opportunities for happiness" (Burns 2003 p.230). While examining world-renowned great leaders, Burns focuses on ways that leaders emerge from being ordinary "deal makers" to become dynamic agents of major social change.

Transforming leadership occurs when one or more persons engage with one another and they increase their levels of motivation and morality. The power base, in this instance, mutually supports a common purpose. This latter form of leadership seeks to "raise the level of human conduct and ethical aspiration of both the leader and led, and thus it has a transforming effect on both" (Burns, 1978, p.20). Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved. The result is a change in the level of commitment and the increased capacity for achieving the mutual purposes.

Transformational leadership is the restructuring of the system in order for the mission and vision of people to be redefined and their responsibilities refreshed so that the goals could be reached (Leithwood, 1992). Therefore transformational leadership aims to ensure that the staff identifies themselves with the goals of the organization (Podsakoff, Mckanzie,Moorman and Fetter, 1990). Another characteristic of transformational leadership is that it is effective on the followers. Due to this effect, the followers trust the leader and as a result, the followers of a transformational leader show a tendency to do more than what is required of them (Yukl, 1999). According to Burns (1978) transformational leadership is a process in which leaders and their followers bring each other to a higher level of ethic and motivation.In other words, it is the activation of the present energy in the followers by the leader through positive active interaction with the followers and using this energy for organisational aims (Krishan, 2001). The most important point in the definition are the goals, these goals are independent from each other but are also related.

For this reason, it is necessary to determine the mission, vision and strategies of the organisation and its responsibilities (Leithwood, Menzies, Jantz and Leithwood, 1996).Transformational leaders as a transformational intermediary are those who can create and put into practice clear visions for the organisation, strenghten its followers for higher standards, behave in order to have others' trust in themselves, and add meaning to organisational life (Northhouse, 1997). Transformational leaders activate others to become postmodernist and strenghten the school culture with real changes (Jacobs, 2007). Transformational leaders aim to have their employees identify themselves with the aims of the organisation (Podsakoff,Mckanzie, Moorman and Fetter, 1990).

In this respect, in the school which is based on three leadership functions as mission and performance-based and culture-oriented, transformational leadership, intellectual knowledge,ideal effect and personal motivation are the basic elements (Bass andAvolio, 1993). In this position, transformational leadership embraces a postmodern way of thinking and helps others in sharing their visions. It has been proved through research that in an organisation with transformational leaders, there is higher productivity and that the workers are happier and there are fewer negative incidents (Robbins, 1996). Leaders increase their workers' motivation through such behaviour (Bass,1990; Greenberg and Baron, 2000; Luthans, 1992). As the human relations and communicative skills of a transformational leader are developed (Sosik, Godshalk and Yammarino, 2004). They are effective in persuading and directing their followers (Glad and Blanton, 1997). While doing this, the leader has a profile which takes into consideration the expectations of its followers (Conger, 1999).

Bass (1990) described that motivation is a sub-dimension of transformational leadership.Motivation has been shown to be an inspiring component of transformational leadership (Simola, Barling ve Turner, 2010; Sosik, Godshalk, and Yammarino, 2004). Researchs have shown a positive relationship between transformational leadership and motivation.Transformational leadership increases motivation of

employees (Park and Rainey 2008). But Caldwell ve Spink (1992) determined that sub-dimensions of transformational leadership were cultural, educative, strategical and responsive.

Features of Transformational Leader

Avolio, Waldman, & Yammarino (1991) identified four behaviors of transformational leaders as quoted in Bass & Avolio (1994, p. 3)

Idealized influence. Idealized influence is the charismatic element of transformational leadership in which leaders become *role models* who are admired, *respected*, and emulated by followers (Avolio & Bass, 2002; Bass, 1998; Bass & Avolio, 1994).

Consequently, followers demonstrate a high degree of *trust* in such leaders (Bass, 1990b; Jung & Avolio, 2000). Idealized influence in leadership also involves *integrity* in the form of ethical and moral conduct (Tracey & Hinkin, 1998).

The development of a *shared vision* is an integral component of the idealized, transformational leader's role (Jung & Avolio, 2000). It helps others to look at the futuristic state, while inspiring acceptance through the alignment of personal values and interests to the collective interests of the group's purposes (Avolio & Bass, 2002; Bass, 1990b, 1998; Jung & Avolio). Transformational leaders are also willing to take and *share risks* with followers (Avolio & Bass, 2002; Bass, 1998).

Inspirational motivation. Transformational leaders inspire and motivate others by "providing meaning and challenge to their followers' work" (Avolio & Bass, 2002, p. 2). The spirit of the team is "aroused" while "*enthusiasm* and optimism are displayed" (Bass, 1998, p. 5). The transformational leader builds relationships with followers through interactive *communication*, which forms a cultural bond between the two participants and leads to a shifting of values by both parties toward common ground. The leader inspires followers to see the attractive future state, while communicating expectations and demonstrating a *commitment to goals* and a shared vision. Idealized influence and inspirational motivation are usually combined to form charismatic-inspirational leadership (Bass, 1998).

Intellectual stimulation. Transformational leaders stimulate their followers' efforts "to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways" (Avolio & Bass, 2002, p. 2). Followers' mistakes are not publicly criticized and creativity is openly encouraged. Transformational leaders solicit their followers' ideas and creative solutions to problems, thereby including followers in *problem solving*. The intellectually stimulating leader encourages followers to try new approaches but emphasizes *rationality* (Bass, 1990b).

Individualized consideration. The transformational leader disburses *personal attention* to followers based on the individual follower's needs for achievement and growth (Avolio & Bass, 2002). To do this, the leader acts as a *mentor* or coach developing followers in a supportive climate to "higher levels of potential" (Bass, 1998, p. 6). The considerate leader recognizes and demonstrates acceptance of the followers' individual differences in terms of needs and desires. By doing this, the transformational leader fosters two-way communication through effective *listening* (Avolio & Bass, 2002; Bass, 1998). The leader develops followers by delegating tasks and then unobtrusively monitoring those tasks--checking to see if additional support or direction is needed. The net effect of individualized consideration and other transformational leadership behaviors is *empowerment* of followers (Behling & McFillen, 1996). communication through effective listening (Avolio & Bass, 2002; Bass, 1998). The leader develops followers by delegating tasks and then unobtrusively monitoring those tasks--checking to see if additional support or direction is needed. The net effect of individualized consideration and other transformational leadership behaviors is empowerment of followers (Behling & McFillen, 1996)

Transformational Leadership in Education

School leadership is considered a key element in effective education management. Modern school management considers the school organisation as the focus of transformation. The presence of a leader has been necessary as the provider of this transformation and this leader has been expected to take on the role of tranformational leader in schools (Bottery, 2001). It is these transformational leaders who will market the transformation of the organisation and affect and direct its followers in this way (Palmer, Walls, Burgess and Stough, 2001; Tichy and Ulrich, 2008). This is so because the role of transformational leadership behaviour is quite important in keeping up with scientific knowledge and technology at school, the adaptation of the school to changing environmental conditions and increasing the quality of education (Leithwood, 1992).The school principal as a transformational leader is expected to make the school compatible with society and science by providing innovation with this role. It is because schools that need to change and restructure themselves in order to continue their existence in a constantly changing and dynamic framework are in need of leaders who can lead the way for such changes.

Transformational leadership research in educational environments have been introduced by Leithwood et al.Leithwood has identified seven dimensions to transformational school leadership, namely:"building

school vision and establishing school goals; providing intellectual stimulation; offering individualized support; modelling best practices and important organizational values; demonstrating high performance expectations; creating a productive school culture; and developing structures to foster participation in school decisions" (Leithwood, 1994; Leithwood et al., cited in Leithwood & Jantzi, 2000 p. 114). Each dimension is further described using more specific leadership practices. Leithwood believes that former models of transformational leadership neglected to include necessary transactional components which were fundamental to the stability of the organization. He further adds the following management dimensions: staffing, instructional support, monitoring school activities, and community focus.

The organizational health of a school is a useful structure used to depict the mutual individual relationships of teachers,directors, and students (Hoy, Tarter & Kottkamp's, 1991). It represents the psycho-social status of the school. As Miles (1969) has indicated, if identification precedes the application of a change, in what aspect a school needs change can easily be assessed. Such an action helps us to see our progress. The purpose of measuring school health is not only to identify the present situation. The school's being healthy or unhealthy is an indication of whether teachers are satisfied with their job or not. What is important here is to identify the underlying causes of satisfaction or dissatisfaction (Hoy, Tarter & Kottkamp's, 1991).

There are several reasons nourishing the expectation that leadership styles (transformational and transactional leadership) and teachers' job satisfaction have an impact on the creation of a healthy school environment. Firstly, transformational leaders enhance the quality of in-school relationships by actively participating in the operation of the individual value system of the staff in their institutions. Further, transformational leaders make certain explanations that could relate the identity of the staff with the common identity of school and thus promote the quality of mutual relationships and internal motivation of the staff. (Jung, Chow & Wu,2003). Secondly, transformational leaders encourage their staff by stimulating them intellectually to adopt creative thinking processes, and push them to reconsider the solution of old problems through new techniques (Sosik, Avolio & Kahai, 1997; Hater & Bass 1998).

Motivated workers are more dedicated to the organisation. They have job satisfaction and as a result of this, they work more productively (Osterloh, Bruno and Frost, 2001). For this reason, managers motivate their employees to use their knowledge and skills towards organisational aims (Lindner, 1998). School principals have to keep in mind that teacher who do not have job satisfaction and are demotivated may weaken educational programmes(Snowden and Gorton, 2002). For this reason, they have to use different approaches to motivate teachers (Lunenburg and Ornstein, 2004). There are a variety of factors in motivating the staff. These can be summarized as a secure future, good and healthy working conditions and positive communication with peers as well as managers (Öztürk and Dündar,2003). The most important factor for the motivation of teachers is the school administration.The participation of teachers in decision making, the sharing of authority and responsibility,compensation and rewards can motivate them (Kocabaş and Karaköse, 2005). Another factor is the communication and interaction the teachers have with their colleagues and students (Güçlü, 1996). In addition, the physical conditions of the school, as well as the issuing of the tools that will be used during the teaching also motivate the teachers (Ataklı, 1996). Anotherfactor is the relationship of the teacher with the families and their surroundings (Barlı, Bilgili,Çelik and Bayrakçeken, 2005; Wu, 2003). The communication that the teachers establish
with the families positively impacts the success of the student and results in the teacher
having a sense of peace. School principals must be also sensitive towards the social needs ofteachers. A principal who is not aware of this and does not display effort to fulfill this, will have difficulty in motivating people (Bursalıoğlu, 2002). For this reason, principals have to understand what motivates teachers and be aware of how they can enhance energy and motivation in reaching the aims of schools (Adair, 2002). This is closely related to the quality and adequacy of school principals. A principal who has the necessary proficiency may motivate his/her teacher with a visionary view.Bass (1990) described that motivation is a sub-dimension of transformational leadership which demonstrates us Transformational Leadership is sufficientfor school administration.

Much as it is logical to think that leadership styles and teachers' job satisfaction and motivation affect school health, .All these show us that the transformational leadership style of the administrators will create a positive effect upon all the staff working in the school at every level. It may particularly cause an increase in the job satisfaction of the teachers. In other words,transformational leadership may be a triggering factor for higher level job satisfaction.

IMPLEMENTION OF TRANSFORMATIONAL LEADERSHIP
Method and analyze

The survey model was applied in this study which is analyzed by frequency method. The questionnaires distributed to participants in school asked to answer 1- no , 2- maybe, 3- maybe, 4- yes, 5- definetly yes. There were 10 questions about "Organizational questions", 10 questions about "Organizational performance", 8 questions about "Individual performance", 12 questions about "Ethical commitment",12 questions about "professional competence", 44 questions about " Transformational leadership". In total there were 52 questions.

School and Participants

Niko Nikoladze School is one of the schools of Chaglar Educational Institutions. It was opened in 2004. There are about 300 students studying in Niko Nikoladze School.   The participants were 41 in total ; 36 teachers (3 of them vice principal), 2 secretary ,1 technician, 2 accounters , of the total, 32 were females and 9 were males in Niko Nikoladze College in Kutaisi during the 2013/2014 academic year.

RESULTS

It is considered that principals' transformational leadership behaviors have significant direct and indirect influences on teachers' commitment to organizations, performance, motivation, and qualitiy of education. This study purposes to discover the level of transformational leadership behaviors that our sample collage principal demonstrate during their administrative practices on daily basis. Therefore I would like to display my results with transformational leadership part. The findings obtained are as followed:

School Principals' Idealized Influence Behaviors

Idealized influence is defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. Here, managers are exemplary role models for associates. They can be trusted and respected by associates:

Table 1Idealized Influence Behaviors

	Questions	no	maybe no	may be	yes	definitely yes
1	Our principal considers needs of institution before his needs.		**1**	**2**	**9**	**29**
2	He shares his important values with us			1	4	36
3	He emphasizes the importance of having goal				5	36
4	He watches out results of moral decisions				5	36
5	He is be affiliated with his values ideas.			1	5	35
6	He does not consider the faliures as catastrophe, he learns from faliures			1	13	27
7	Our principal is a real model for solving the problems			1	11	29
8	He emphasizes the importance of having confidence among us			1	11	29
9	He may risk towards determinated visions			6	16	19
10	He is open for criticisims			5	12	24
11	His behaviours make me respect him			1	10	30

The table shows that principal demonstrates idealized influence behaviors highly by being considerate to deal with their followers and their professional needs. It can be understood that the teachers trust their principal and they have belief in their efforts to move their school forward. As seen, the principal respect the teachers and they do not want to use power against them. He is also said to be good role model for the teachers.Although the principal is usually busy on the phone or at meetings, they always deal with the teachers' problems. As teachers mentioned that they have meeting once in a week and they can go to director's without hesitation.

School Principals' Inspirational Motivation Behaviors

Inspirational motivation is to motivate and inspire those around them by displaying enthusiasm and

optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes managers who motivate associates to commit to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals.

Table 2 Inspirational Motivation Behaviors

	Questions	no	maybe no	maybe	yes	definitely yes
1	Our principal expects authentic works from us	0	0	1	7	33
2	He expects us to improve new viewpoints about hadled proceedings	0	0	0	9	32
3	He informs us possible issues in our institutions	0	0	0	7	34
4	He creates enthusiasm among teachers	0	0	2	11	28
5	He ensures us to feel and behave as a leader in our school		1	6	12	22
6	He encourages us the innvations	0	0	2	15	24
7	He is stand out for high peroformance of personnels	0	0	1	8	32
8	He believes us to reach determined goals	0	0	1	8	32
9	He provides collaboration to determine the school's vision	0	0	0	13	28
10	He is pessimistic about the future of institution	0	0	0	8	33
11	He emphasizes the importance of team spirit	0	0	0	10	31

The results present us school principals' inspirational motivation behaviors are high.Teachers repeat their principal is pursuing of three goals by helping staff members develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve their problems together more effectively. As understood from the teachers' statements, the principal always set high academic standards and motivate people towards them.As mentioned above, principal is seen around very often and they have made teamwork possible at school.

School Principals' Individualized Consideration Behaviors

Individualized consideration represents the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers' potential. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization.

Table 3 Individualized Consideration Behaviors

	Questions	No	maybe no	Maybe	yes	definitely yes
1	Our principal lets me improve myself			6	13	12
2	He helps me to improve my strong sides				15	26
3	He takes into consideration before take a decison about myself		1	2	18	20
4	His attitudes are according to each personnel's skills and requirements			2	15	24
5	He dignifies the personnel who does good work			4	11	29
6	He considers us not only as a member of a group but as individual			2	14	25
7	My principal makes me feel about my worries that he listens and cares			1	12	28
8	He respects employee's ideas and tries to increase their creativity				7	34

9	He reveals subordinates' strong sides			1	11	29
10	He endeavours accomodation of connection between strategies of organization and needs of employees			2	11	28
11	He helps us feeling comfortable in our institutions				10	31

Muenjohn & Anderson (2007) state that principals build quality relationships with their subordinates through "individualized consideration" by giving subordinates personal attention, understanding subordinates' individual differences, and making subordinates feel valued as receiving special treatment. As seen, our sample principals' individualized consideration behaviors are high. Teachers says that all teachers birtdays are celebrated by the director.

School Principals' Intellectual Stimulation Behaviors
Intellectual stimulation means the leader's consistent effort to stimulate followers to be innovative and creative as well as the leader's effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better.

Table 4 Intellectual Stimulation Behaviors

	Questions	no	maybe no	maybe	Yes	definitely yes
1	Our principal believes to review and revise our inevitable and important judgments that seems for us	1	0	3	18	19
2	He encourages us in order to solve the former and known problems	0	0	1	19	21
3	He is open the different ideas	0	0	1	14	26
4	He provides different and necessary conditions for solving the problems	1	0	2	15	23
5	He encourages new developmental initiations.			1	13	27
6	He is open the new ideas				8	33
7	His priority is quality of work				11	30
8	He urges us to attend different conferences and cultural actvities related to our subject				13	28
9	He supports improvements of ideas				13	28
10	He inquires his employees about the questions that impel to think				11	29
11	He lets his authority to undertake his subordinates		1		9	31

As resultsdemonstrate us principals' intellectual stimulation behaviors are really high.
Transformational leaders must motivate subordinates to perform better in a changing environment,even in the absence of clear, proximate goals.According to teachers comment in our sample collage; each professions have a head teachers should attend trainnings, give a report , prepare a lecture with the guidance of their heads 3 times in a year. Theachers are motivated to attend internetional exams, trainnings, professional development programes with the financial support of the school , they have trainned to use smart board and computer programs which held on by the school to achieve school goals.

CONCLUSION
As a conclusion, I want to mention about the achivments of Niko Nikoladze College. The college has a very good reputation not only in the city but also in abroad. So far, students participated national and international olympiads. In these olympiads, they became very successfull. They took 10 gold, 15 silver and 9 bronze medals. They have also achviments in national competitions. Although school's history is not so long, the college is already one of the best colleges in Georgia. These achivements reflects truth of survey's results. According to results of survey, principal of college has high transformational leadership

feature, correspondingly employees' motivation, performance and organizational commitment are very high too.

Morever, aforesaid college is an international institution and employees are from different nationalities such as Turkish, Georgian and Russian. Despite the fact that, employees' religions, languages, nationalities, cultures and values are different but they work very enthusiastically without losing their identity. Because their goal to bring up well educated and successfull students.

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