

The Effectiveness of the Implementation of Principals' Transformational Leadership in Motivating Teachers to Carry Out Their Profession Duties

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Abstract—One of factors which highly influenced the teachers' performance was the leadership of the principals. There were many leadership models which could be implemented by the school principals and one of them which was transformational leadership was considered very effective in improving the teachers' performance. The aim of the current study was to test the effectiveness of the implementation of the transformational leadership of the school principals in motivating the teachers' work motivation. The study was conducted in Malang by taking 120 elementary teachers as the samples which were chosen by using cluster random sampling technique. The data was collected by using questionnaire and was analyzed by using correlation analysis of Pearson's product moment and structural equation modeling. Based on the analyzed data, it was proven that the transformational leadership of the school principals had a significantly positive influence in motivating the teachers' work motivation. Among the four dimensions of the transformational leadership, intellectual dimension had the highest coefficient of influence in motivating the teachers' work motivation.

Index Terms—transformational leadership, work motivation, school principals, teachers

I. INTRODUCTION

The improvement of education quality was the main factor in determining the success of a nation's development. The history of economic development in many industrial countries has proven the validity of human investment thesis which stated that the quality of human resources held important roles and determined the development process. Based on the thesis, many new raising development strategies used the development of human resources based through education or was known as human resources based economic development. This strategy made countries such as Singapore, Taiwan, and South Korea to become new industrial countries. Therefore, in order to improve the success of the nation's development, it was important to improve the quality of the education in all levels.

The first step to take in order to improve the quality of the education was by improving the teachers' work motivation. Improving the quality of the education needed the optimal teachers' performance. The improvement of the teachers' performance was the central point in making the education quality better. Improving the education quality was basically improving the quality of the process and the learning outcome. The quality improvement of the process and the learning outcome could be achieved if it was supported by the improvement of the teachers' performance. Therefore, in order to improve the teachers' performance, improving their work motivation should be done.

By analyzing the facts, the efforts to improve the school teachers have been done by the government. One of the government's policies which had been done was the improvement of the educational background of the elementary school teachers. The minimum formal education which was required for the elementary school teachers was upgraded from senior high school or diploma to undergraduate. Other efforts were conducting supervision intensively, upgrading the continuous professionalism, and conducting certification as well as the competence tests for the teachers. These efforts were expected to improve the teachers' quality but apparently those efforts still had not shown the optimal results.

Besides, in order to push the teachers' work achievement, government also developed policies which made the teachers possible to develop optimally according to their own abilities. Based on the Decree of the Minister of The State Apparatus Empowerment Number 26 of year 1989 which was then perfected in the Decree Number 86 year 1993 which then was renewed by the Decree of the Minister of The State Apparatus Empowerment and the Bureaucracy Reform Number 16 Year 2009, the teacher's position had been acknowledged as functional position starting from the lowest position which was IIa until the highest level which was IVe. The upgrade of the functional position depends on the number of credits which were achieved by teachers. Every activity done by the teachers would earn some rewards depending on the weight of the activities. By using this

system, it was expected to encourage teachers to work harder and finally to achieve the improvement of the existing education quality.

Several policies which were issued by the government were expected to improve the quality of education in elementary schools. However, so far, the effectiveness of those policies have never been tested comprehensively yet. Looking into the available data, it could be said that the participation of schools was improving but, on another side, the number of repeaters and drop outs was also increasing. The results of the analysis of Kummerer [1] showed that the teachers' qualifications have not fulfilled the ideal standard.

By using the aforementioned explanation as the basis, the current study was conducted. The current study was aimed at looking into other variables which were suspected to be highly influential towards the teachers' work motivation. One factor which was studied was the principals' leadership. The school principals were the education leaders at schools who were fully responsible to mobilize all the resources of the schools and to coordinate the implementation of education at schools. If the principals were able to perform their leadership well, it could mobilize the teachers effectively. Several results of study during the last decade showed that there was a strong relationship between the leadership and the effectiveness of an organization [2].

There were several leadership theories which could be implemented by the school principals in managing the education at schools. One leadership model which was suspected highly effective in mobilizing the members was transformational leadership. Transformational leadership was first mentioned by Burn which was later developed by Bass, Avolio, and other leadership experts. This leadership emphasized on the visions, giving inspiration to the members, and improving the motivation as well as the commitment of the members to achieve the goals of the organization [3].

Through the implementation of the transformational leadership, school principals were expected to improve the members' work motivation but study on the effect of transformational leadership on the teachers' work motivation has not conducted much. It was the background of the current study. In line with the background, the purpose of the study was to find out the effect of transformational leadership on the teachers' work motivation in carrying out their duties. Through this study, it was expected to provide information for the principals, school inspectors, or other education department in order to improve the teachers' performance at schools so that quality education could be achieved.

II. METHODOLOGY

The current study was intended to find out the effect of transformational leadership on the teachers' motivation in carrying out their duties. The research design used was correlational study. Starting from collecting the data, analyzing the data, until drawing the conclusions referred to the procedure of correlational study.

In line with the target of the study, the population of the current study was elementary school teachers in Malang Regency. The 120 teachers as the samples were chosen by using cluster random sampling technique. The data was obtained by using (1) questionnaire which were used to collect the data about the transformational leadership of the principals and the teachers' work motivation, and (2) documentation which was used to complete the data obtained by questionnaire especially the data which was documentary, for example the teachers' characteristics.

The research instruments were developed based on the research variables. The variable which was transformational leadership consisting of four dimensions which were idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The teachers' work motivation variable consisted of five dimensions which were (1) the motivation to carry out the teaching and learning duties at schools, (2) the motivation to carry out the supporting teaching and learning duties at schools, (3) the motivation to carry out the functional duties, (4) the motivation to carry out the academic development duties, and (5) the motivation to carry out the administrative duties. Before the instruments were used for the sake of the research, they were tried out to see the level of validity and reliability of the research instruments. The validity of the instruments was tested by using item validity test while the level of the reliability of the research instruments was tested by using Alpha Cronbach reliability test [4].

Based on the results of the instrument analysis, it can be underlined that each item of the instruments have fulfilled the requirements which was reflected by the significantly positive correlation between the items and total score. It meant that each item measured the same construct. The results of the reliability test were 0.80 (>0.50). it meant that the instruments used in the study has fulfilled the requirements of reliability.

There were two data analysis techniques used in the current study which were (1) structural equation modeling which was used to find out the correlation between exogenous variable which was the principals' transformational leadership and endogenous variable which was teachers' work motivation in carrying out the duties, and (2) correlation analysis of Pearson's product moment which was used to find out the correlation among the dimensions of the principals' transformational leadership and the teachers' work motivation [4]. The data was calculated by using computer and utilizing SPSS for Windows and Lisrel (Lanier Structural Relation).

III. RESULTS AND DISCUSSION

In line with the current research design, after the final measurement was conducted, the data related to the transformational leadership of the school principals and the work motivation of the teachers was obtained. The results of the final measurement to the transformational leadership of the principals which were measured through the teachers were referred to the data classifications' criteria. The criteria were in the form of the behaviors

which reflected the transformational leadership. Overall, the results were (a) very lack of the demonstration of the transformational leadership with the score 54.01-77 as much as 0.8%, (b) lack of the demonstration of the transformational leadership with the score 77.01-100 or as much as 7.5%, (c) quite demonstrating the transformational leadership with the score 100.01-123 as much as 64.2%, and demonstrating the transformational leadership with the score 123.01-146 as much as 27.5%.

For the teachers' motivation, in terms of the set classification data, overall, the values of the teachers' motivation in the final measurement were (a) not quite good with the score 56.01-73 as much as 2.5%, (b) quite good with the score 73.01-90 as much as 89.2%, and (c) very good with the score 90.01-107 as much as 8.3%. The values of the effectiveness of the teachers' teamwork were (a) not quite good with the score 48.01-63 as much as 4.2%, (b) quite good with the score 63.01-78 as much as 90.8%, and (c) very good with the score 78.01-93 as much as 5.0%. The values of the efforts to improve the schools were (a) not quite good with the score 60.01-78 as much as 9.2%, (b) quite good with the score 78.01-96 as much as 76.7%, and (c) very good with the score 96.01-114 as much as 14.2%.

In line with the research design, the main purpose of the current study was to test the effect of the transformational leadership of the principals on the teachers' motivation in carrying out the duties. The analysis technique which was implemented was structural equation modeling. Before the hypothesis testing was conducted, the classical assumption test was done. The two utilized data analysis techniques were data normality test by using analysis technique of Kolmogorof Smirnof and data linearity test by using plot probability normal for the standardized residual [5]. The results of the data analysis suggested that the results of the data normality analysis of each variable showed $p > 0.05$. Therefore, it could be concluded that the data had normal distribution. The results of the linearity test among the variables which were transformational leadership of the principals and the teachers' work motivation showed that the value of the standardized residual and the expected standardized residual was not far deviant from the regression line and formed the linear line. Therefore, it could be underlined that the variable data of transformational leadership and the teachers' motivation distributed linearly. It meant that hypothesis test would be carried out.

The research hypothesis which would be tested was the effect of the principals' transformational leadership on the teachers' work motivation in carrying out the duties. To test the hypothesis, covariance structure analysis was used or more commonly known as Structural Equation Modeling. In order to determine the scale of the latent variable, references variables was utilized. It was by determining the value 1 to the manifest variable which showed the biggest latent variable while inputting the data was taken from the correlational matrix.

Based on the results of the analysis, it could be said that the likelihood ratio Chi-Square statistic (χ^2) was 53.74 with 0.00072 as the p. the value of the Goodness of

Fit Index (GFI) was 0.909 and the value of Normed Fit Index (NFI) was 0.923 (>0.9). Therefore, it could be concluded that hypothetical model which was proposed was fit with the empirical data on the fields. It could be strengthened by the value of the Root Mean Square Error of Approximation (RMSEA) which was relatively low which was 0.0983 (<0.8). To be clear, the path diagram model of the correlation between the variables of transformational leadership and the teachers' motivation was presented in the Fig. 1 as followed.

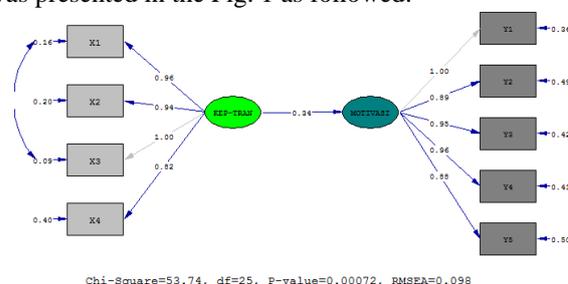


Figure.1. Path diagram model of effect of principals' transformastional leadership on teachers' work motivation

According to the Fig. 1, it could be underlined that the transformational leadership affected the teachers' work motivation in carrying out the duties with 0.34 as the direct effect coefficient. In terms of the measurement model, the four dimensions which were X1 (Idealized influence), X2 (Inspirational Motivation), X3 (Intellectual Stimulation) and X4 (Individualized Consideration) were proven as the dimensions of transformational leadership. Therefore, the five dimensions which were Y1 (the motivation to carry out the duties of the teaching and learning), Y2 (the motivation to carry out the supporting duties for the teaching and learning), Y3 (the motivation to carry out the duties of supervising the position, Y4 (the motivation to carry out the duties of the academic development), and Y5 (the motivation to carry out the administration duties) were proven as the dimensions of the teachers' motivation in carrying out their duties.

In terms of the value of the correlational coefficient of each dimension of the principals' transformational leadership and of the teachers' motivation in carrying out the duties, it could be presented in the Table I as followed.

TABLE I. CORRELATION COEFFICIENT OF THE PRINCIPAS' TRANSFORMATIONAL LEADERSHIP DIMINTIONS AND TEACHERS' WORK MOTIVATION

Number	Dimention	R	P
1	<i>Idelized Influence</i>	0,332	0,000 ($< 0,05$)
2	<i>Inspirational Motivation</i>	0,358	0,000 ($< 0,05$)
3	<i>Intellectual Stimulation</i>	0,401	0,000 ($< 0,05$)
4	<i>Individualized Consideration</i>	0,354	0,000 ($< 0,05$)

According to the Table I, it could be concluded that all the dimensions of the principals' transformational leadership had significantly positive correlation with the teachers' work motivation in carrying out the duties. The more the principals implemented the dimensions of the

transformational leadership, the higher work motivation that the teachers had to carry out the duties. Among the four dimensions of the transformational leadership, intellectual stimulation had the highest correlational coefficient.

Based on the results of the research, it could be underlined that there was a direct effect of the principals' transformational leadership on the teachers' work motivation. The results agreed with the results of the research conducted by Brown, Birnstihl & Wheeler [6] which showed that there was a strong correlation between the transformational leadership and the work satisfaction as well as the work spirit of the organizational personnel. The research results of Yammarino, Spangler & Bass [7] also showed that there was a significant correlation between the transformational leadership and the work satisfaction and the members' perception towards the effectiveness of a leader. The higher the principals' transformational leadership was, the higher the teachers' work motivation in carrying out the duties was.

The results of the current study also supported the results of the study conducted by Dvir, Eden, Avolio, and Shamir [3] which suggested that leaders who had been given training related to the transformational leadership resulted in the higher improvement of the members' motivation compared to the managers who did not receive the transformational leadership training. By improving the leaders' transformational leadership behaviors. The members' organizational commitment also improved.

The results of the current study were also in line with the research results conducted by Ahmad et al [8] which suggested that there was significant correlation between the leaders' transformational leadership and the subordinates' motivation. These results also supported the research results conducted by Bushra et al [9] which found that transformational leadership had positive and significant effect on the members' satisfaction and commitment to the organization. The results also agreed with the research results conducted by Rawung [10] which showed that there was correlation between leadership and motivation of university staffs. These results also supported the research results found by Rawat [11] which suggested that there was significant correlation between the leaders' transformational leadership and the spirit as well as the work motivation of the staffs.

IV. CONCLUSION

Based on the description of the analysis results and the discussion of the research findings, it could be concluded that the principals' transformational leadership had strong effect on the teachers' work motivation in carrying out the duties. The more the principals implemented the transformational leadership, the higher teachers' work motivation in carrying out the duties was. Among the four dimensions of the transformational leadership, intellectual stimulation dimension had the strongest effect on the teachers' work motivation. It was in line with the

concept of the transformational leadership theory which emphasized on the existence of innovations in developing the organization.

By referring to the research findings, then, it is suggested that the organizational leaders, especially the school principals, can implement the transformational leadership behaviors optimally. Therefore, this effort can improve the teachers' motivation in carrying out the duties of so that it will push forward the achievement of the educational goals and improve the education quality at schools.

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