

**THE IMPACT OF
PRINCIPAL'S TRANSFORMATIONAL
DEMOCRATIC LEADERSHIP STYLE ON
TEACHERS' JOB SATISFACTION AND
COMMITMENT**

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ON TEACHERS' JOB SATISFACTION AND COMMITMENT**

by

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KESAN GAYA KEPIMPINAN TRANSFORMASI- DEMOKRATIK PENGETUA KE ATAS KEPUASAN KERJA DAN KOMITMEN GURU-GURU

ABSTRAK

Beberapa kajian telah menunjukkan bahawa kepimpinan autokratik klasik tidak memadai untuk memimpin sekolah ke arah reformasi dan kemajuan pendidikan dalam era perubahan terkini. Perbincangan tentang caragaya kepimpinan pengetua dan kemajuan sekolah sentiasa menonjol terhadap kepentingan kepimpinan demokrasi dan transformasi. Kajian ini menyiasat profil caragaya kepimpinan pengetua-pengetua Sekolah Menengah Kebangsaan di Malaysia, berdasarkan dimensi kepimpinan autokratik-demokratik dan dimensi kepimpinan transformasi-transaksi. Ia bertujuan untuk mengenal pasti samada kepimpinan demokratik dan transformasi berlaku di Sekolah-sekolah Menengah Kebangsaan di Malaysia atau tidak. Selain daripada itu, kajian ini juga bertujuan untuk mengenal pasti samada terdapat korelasi antara caragaya kepimpinan pengetua dengan komitmen organisasi dan kepuasan kerja guru-guru di sekolah. Dapatan dari siasatan kuantitatif tersebut membantu mengenal pasti keberkesanan caragaya kepimpinan pengetua, dan dari kajian tersebut, tiga buah sekolah yang menunjukkan kepuasan guru dalam kerja dan komitmen organisasi yang tinggi dipilih sebagai kes penyelidikan. Dapatan kajian kuantitatif ini menunjukkan bahawa caragaya kepimpinan pengetua Sekolah Menengah Kebangsaan di Malaysia secara umumnya selaras dengan kajian-kajian yang telah mencadangkan penerapan kepimpinan demokratik dan transformasi di sekolah untuk meningkatkan tahap pencapaian pendidikan dan kepuasan kerja guru. Dapatan kajian kualitatif pula menunjukkan bahawa terdapat ciri-ciri umum antara ketiga-tiga pengetua yang dikaji, antaranya termasuklah: (1) Tanggapan pengetua terhadap sekolah sebagai organisasi tanpa hirarki; (2) Mengutamakan pengurusan penglibatan dan kolaboratif guru; (3) Mengutamakan perhubungan dan kewujudan perhubungan saling percaya; (4) Bertimbang rasa terhadap kemahuan peribadi guru; (5) Stimulasi intelek; dan (6) Pengaruh secara ideal. Ciri-ciri tersebut serta komunikasi yang berkesan dan keupayaan pengetua-pengetua berkenaan untuk 'menjauhi' daripada kuasa kedudukan mereka, membolehkan mereka berjaya mengupayakan guru-guru di sekolah masing-masing serta memupuk kepimpinan yang lebih luas dan tersebar. Kajian ini juga mendapati bahawa kebanyakan guru kini memang mempunyai tahap pendidikan yang lebih tinggi dan mereka mengharapkan lebih banyak kuasa autonomi. Tetapi, bagi kebanyakan guru-guru yang tidak terlibat dalam pengurusan sekolah, mereka cuma mengutamakan kuasa autonomi dalam aspek pengajaran, dan bukan autonomi dalam aspek polisi sekolah. Terdapat segelintir guru-guru yang

masih memegang kuat terhadap kepercayaan tradisi, iaitu memandang tinggi terhadap hiraki. Bagi mereka, 'keimpinan demokratik' atau 'pengupayaan guru' bermakna mereka diberi peluang untuk meluahkan pendapat secara bebas. Kajian ini juga menunjukkan bahawa terdapat beberapa cabaran yang perlu ditangani dalam proses mendemokratikkan pengurusan sekolah.

THE IMPACT OF PRINCIPAL'S TRANSFORMATIONAL DEMOCRATIC LEADERSHIP STYLE ON TEACHERS' JOB SATISFATION AND COMMITMENT

ABSTRACT

Numerous researchers have noted the incompatibility between the classical authoritarian approach to leading schools and the new realities of school reform and educational improvement in this era of change. Discussions of the connection between leadership and school improvement have increasingly included the notion of democratic and transformational leadership among professional educators at the school sites. This study investigates the profile of leadership styles of Malaysian secondary school principals based on autocratic-democratic and transformational-transactional dimensions of leadership styles, to see how wide spread transformational democratic leadership practice is in our Malaysian schools. In addition to that, it also investigates the correlations between principals' leadership styles and teachers' organizational commitment and job satisfaction, as a way to check the effectiveness or non-effectiveness of different leadership styles, and hence identifying the successful leaders that bring about greater teachers' organizational commitment and job satisfaction for case studies. Findings of the quantitative study reveal that school leadership practice in Malaysia is keeping apace with contemporary recommendations that school principals adopt a more democratic and transformational leadership as a way to promote higher levels of school performance and greater teachers' job satisfaction. The qualitative case study also reveals that there are some common attributes of principals that contribute to the successful empowerment of teachers in schools. They include amongst others: the principals' non-hierarchical view of schools; upholding participatory and collaborative management; relations-oriented and established trusting relationship; on top of that, these leaders also possess the attributes of transformational leadership, such as individualized consideration, idealized influence and intellectual stimulation. Through their communicative virtue and ability to shed their status and back away from power hierarchies, these transformational democratic leaders are able to empower their teachers and forge a more dispersed and democratic form of leadership in schools. The findings show that as teachers become more highly educated, they tend to expect greater autonomy. However, teachers not in the administrative team are generally concern about their instructional autonomy, and not the school overall policy. Some of the teachers still hold the traditional belief about superiority of hierarchy.

Their appreciation of 'democratic leadership' and 'empowerment' is still limited to people being given the right to be heard. There are still a number of challenges to democratic leadership practice in Malaysian schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In the 21st century, where change is the only constant, the world in which schools must function is changing at accelerated rate. Current educational reform places a great premium upon the relationship between effective leadership and school improvement. Both the school effectiveness and school improvement research traditions highlighted the importance of leadership in successful school development and change (Harris, 2003). Day, Harris, Hadfield, Tolley and Beresford (2000, p. 6) noted, "whatever else is disputed about this complex area of activity, the centrality of leadership in securing school improvement remains indisputable." Discussions of the connection between leadership and school improvement have increasingly included the notion of distributing and participative leadership among professional educators at the school site (Sergiovanni & Starrat, 1998).

According to Bauer, Haydel, and Cody (2003), school improvement that means to realize significant gains in student learning requires the active engagement of all stakeholders; and school leadership needs to extend beyond the person of the principal, to all levels of the school and school system. Thus, the concept of teacher leadership

was highlighted in school improvement literature (Lieberman, Saxl & Miles, 2000; Silva, Gimbert, & Nolan, 2000; Zepada, Mayers, & Benson, 2003). In practice, teacher leadership means giving authority to teachers and assisting teachers to use authority wisely, for organizational growth (Harris, 2003). Harris (2003) pointed out, “this growth can only be achieved as part of a *democratic* process in which individual ideas and actions can be freely expressed” (p.47).

It was suggested that, when schools operate democratically, teachers will be more likely to contribute to their development in a positive way (Sergiovanni & Starrat, 1998). Much of the current literature on school leadership recommended that, today’s school reform agenda requires a style of leadership different from the traditional top-down, hierarchical, bureaucratic and autocratic style. A more democratic style of leadership which encourages teachers to have greater participation in policy planning and decision making has been the subject of much recent interest (Wheatley, 1992; Day et al., 1998; National College for School Leadership (NCSL), 2001; Hammersley-Fletcher & Brundrett, 2005). The school principal is encouraged to work with teachers, empower them (Blasé & Blasé, 1994), and utilizing their expertise and initiative in a way which benefits the school as a whole (Hammersley-Fletcher & Brundrett, 2005). It was believed that in this way teachers can pool their expertise and

initiatives in a way that produces actions and benefits that are greater than those leaders could achieve alone (Gronn, 2003).

DeBlois (2000) explained how good leaders recognize and depend upon the talent, commitment, and leadership of many within the school organization. He claimed,

“Anyone who thinks that a good school is the responsibility of primarily one person is foolish. No leader or principal can be effective in overseeing, motivating, recognizing, and supporting every key individual in the school or community” (p.26).

The key to a principal's success in the current environment is very much determined by his or her ability to inspire others to assume leadership and responsibility and to work collaboratively toward a shared vision of improved education (Carter & Cunningham, 1997).

According to DeBlois (2000), good leaders will practice transformational leadership which consists of identifying, encouraging, and supporting others in the organization to assume positions of leadership. Whilst researchers did argue for the distinctiveness of their terminology, the terms, be they called teacher leadership, transformational leadership, distributed leadership, or participative leadership, they are nonetheless related to each other, and could be well-linked with democratic leadership.

In spite of many researches that reaffirmed the need for a more democratic leadership in this era of change, studies by Blasé, Blasé, Anderson and Dungan (1995) revealed that democratic schooling is a process toward an ideal that is never really reached. Progress towards the ideal could be made, but there are constant setbacks. School principals interviewed by Blasé and colleagues (1995) said that the largely hierarchical and authoritarian systems, is a problem. Certain central-office administrators merely show support in theory, their behaviors are often out of sync with their espoused theories. Besides the bureaucratic system and formal school structure, according to Woods (2005), there are also other problems like people problem (leader's fear of losing power and teacher's resistance), capacity problem as well as practice problem (ineffective democracy, inauthentic democracy and time factor).

This study was therefore meant: first, to identify the profile of leadership styles of secondary school principals in Malaysia to see how wide-spread democratic leadership practice in schools is; second, in view of leadership behaviors on teachers' outcome could have a direct influence on students' learning and school effectiveness (Bass, 1990), this study also try to find out if there are any significant correlations between leadership styles and teachers' organizational commitment and job satisfaction. Last but not the least, this study undertook to add to the understanding of teachers'

perspective on the performance of successful school leaders who bring about greater teachers' organizational commitment and job satisfaction as to how they work to empower their teachers.

1.2 Background of the Study

Globalization involves rapid diffusion of educational ideas and policies. There is an increasing mix of new and old ideas in every country. Malaysia cannot be spared from this trend of mega-change either. Abdul Shukor Abdullah (1998) stated that the key challenge to the Malaysian education system today is the provision of excellent and quality education for the future generation in order to prepare them with sufficient skills and knowledge to face the changing world, as well as to fulfill the aspiration of our nation building.

The Ministry of Education has repeatedly promulgated to make Malaysia the regional center for quality education and to create a world class educational system. Ibrahim Bajunid (1997) held the view that, this aim could only be realized if schools focus on strategic planning that expands their capacity and capability to face the challenges of the 21st century. As school education becomes more and more complex, good leadership and effective teachers are essential to bring about greater school

improvement and better student achievement (Hussein Mahmood, 1993; Zawawi Yahya, 1999).

Researchers noticed the roles of principals in Malaysia have been evolving, due to both globalization as well as various policies imposed by the government (Saat Md. Yasin, 1992; Ibrahim Mamat, 2001). Historically, The Razak Report, 1956 and Rahman Talib Report, 1960 implicitly imposed on school principals to act as responsible managers to implement the government policies and activities mandated by the Ministry of Education by exercising their *power of influence* in schools (Ibrahim Saad, 1990). This phenomenon was most obvious in the 70s as the school principals attempted to implement various activities that aim to reinforce the content of Rukun Negara, the New Economic Policy, the National Culture as well as the use of the National Language in schools in order to create an integrated nation. Ramaiah (1995) commented that such role playing has consciously or unconsciously uplifted the hierarchical position of the principal in the school community.

Traditionally, principals focused their energies on managing the daily operation of the building, having very little to do with the teaching-learning process, used authoritarian rather than collaborative, reflective instructional supervision with teachers,

and were only passive observers of teachers' professional development.

1980s witnessed the wave of educational reforms worldwide; the Ministry of Education also introduced the new curriculum to replace the old ones. New Primary School Curriculum and Integrated Curriculum for Secondary Schools were implemented nationwide; the role of the principal evolved from that of manager, to instructional leader (Ramaiah, 1995), and school principals were expected to define the school mission, managing the instructional program, and promoting school climate (Hallinger & Murphy, 1985; Hallinger & McCary, 1990). Ramaiah (1995) observed, however, due to the bureaucratic setting of our educational system as well as the formal school structure, and the lack of professional teaching staff, the instructional leadership that focuses on teaching and learning was somehow "fading by itself".

As such, researchers called for the de-centralization of our educational system that is overly bureaucratic (Abdul Shukor Abdullah, 1994, Omar Din Ashaari, 1996). Such an emphasis on decentralized leadership informs the increasing focus on the role of subject leaders and classroom teachers in leading and managing schools and, in turn, raises issues about the training and development of such post holders. *Empowerment* then became the buzz word for the 1990s.

1.3 Research Problem

Jamaliah Abd. Hamid (1999), when studied the empowerment of teachers, commented that it was a hard attempt on the part of some principals to empower their subordinates, for it challenged the power and authority that were traditionally held by them. Ibrahim Bajunid (1996) also observed that, the scarcity of principals wanting to exercise their discretionary power to lead and to delegate was attributed mainly to their lack of professionalism.

However, the wave of change spares no one, with the advancement of science and technology and the rapid flow of information and knowledge, the school principal ceases to be the man of superpower who could direct everything in school. Following the educational change and movement in the developed countries, a few conceptions of school leadership were introduced to Malaysia. Wan Mohd. Zahid Mohd. Noordin (1993) suggested that the role of school principals has changed from 'routine manager' to 'leader-manager'. Matnor Daim (1996) and Ibrahim Bajunid (1996) introduced the idea of transformational leadership. Studies on school effectiveness (Hussein Mahmood, 1993; Abdul Rafie Mahat, 1997) and school improvement (Zawawi Yahya, 1999), have also advocated collegiality and teacher leadership.

After a lapse of so many years since the time researchers advocated for a more dispersed form of leadership in our Malaysia context, it is time for us to again look into the profile of leadership styles in Malaysia to see if there is any change in the principal leadership practices.

In addition to that, as Nisbett (1986) suggested, a more democratic leadership is desirable as the work force becomes more educated. In Malaysia, Datuk Sri Najib Tun Razak, the Deputy Prime Minister of Malaysia announced during the ceremony to promote some 27 Teacher Training Colleges to Teacher Educational Institutes, that by year 2010, it is expected that all teachers in the public secondary schools would possess at least bachelor degrees; and 50% of the teachers to be assigned to the primary schools would also be graduate teachers (Kwong Wah Yit Poh, 2005). With more and more teachers getting higher qualifications, greater demand for participative leadership is foreseeable. It is our interest to find out what school principals and teachers in Malaysia think about transformational democratic leadership in practice. This is important in terms of gathering information about the models of leadership they prefer and for comparing the *idea* with their practice in schools.

Even though researchers have considered management theory that considers logic, reason and bureaucratic authority to be the only legitimate values of leadership and neglects the emotion and morality dimensions of human beings as an “ailment to be treated” (Sergiovanni, 1992, p.142), and a more dispersed form of leadership have been highlighted as a treatment to the ill (Wheatley, 1992; Hussein Mahmood, 1993), Sergiovanni (1992, p. xvi) did caution, “The medicine now thought to be the cure for our leadership problems may become toxic if it is misapplied, and can make matters even worse “.

Bass (1990) also suggested, democratic leadership usually requires more maturity and some education in its processes. Research into collaborative and democratic leadership has identified problems such as ‘contrived collegiality’ (Hargreaves, 1991), when teachers can feel manipulated and powerless as a result of being required to participate in whole school planning and decision making with no guarantee that their ideas will be acted on (Klette, 1997). Research by Riley and Mac Beath (2003) also indicated that though a number of principals have developed collective practice through forward planning, self-development and staff development, some principals use key individuals among the staff to promote their own agenda.

Greenfield (in Blasé et al., 1995) on the other hand revealed, there were a number of recurring challenges for leaders to lead democratically; a major frustration encountered was the increased time that was required to involve teachers in decisions, coupled with the difficulty of arranging the daily schedule so that teachers who were participating in shared governance and school leadership activities could be released from classroom responsibilities to work together with the principals on a routine basis. This is especially true in our Malaysia educational context, of which the daily schooling session is relatively short. Another possible challenge to solicit teachers' participation in school leadership is the teachers' mindset. Abdul Shukor (1998) and Greenfield (1995) noticed that teachers often did not see the need to move beyond their classrooms to take on the school-wide responsibilities of shared governance.

Acknowledging problems is not an argument against the search for effective forms of leadership, however (Rizvi, 1989; Court, 2003). This study aimed to contribute to this work by looking into the dynamic of effective school leaders and teachers in the real school context in Malaysia; their success stories as well as the challenges that they face. See how these leaders manage to empower their teachers, let them experience meaningfulness, enhance performance and improve learning processes and outcomes (Sergiovanni, 1992; Fllan, 2001; Harris, 2003).

According to Bass (1998), the current shift in thinking about leadership is influenced, primarily, by leadership theory that distinguishes between transactional and transformational approaches. Transactional leadership tends to be more aligned with an authoritarian, hierarchical style of leadership. In contrast, transformational leadership is based on a more democratic and collaborative style of leadership (Bass, 1998). So, in this study, the researcher when studied the profile of leadership styles of secondary school principals in Malaysia based on democratic-autocratic as well as transformational-transactional dimensions of leadership styles; also tried to find out if these leadership styles are correlated to each other or not.

As researchers noted, democratic leaders generally emerged as leaders who are considerate (Hemphill, Seigel, & Westie, 1951; Fleishman, 1953), people centered (Anderson, 1974; Blake & Mouton, 1964), supportive and oriented toward facilitating interaction (Bowers & Seashore, 1966) kind and trusting (Misumi, 1985), relation oriented (Fiedler, 1967), and oriented toward joint decision making (Heller, 1969); and there were many researches which linked teachers' satisfaction to leadership behaviors, (Mohr, 1971; Butler, Cantrell, & Flick, 1999). But little research in educational leadership has incorporated the study of teachers' commitment to leadership styles. As such, this research also studied into teachers' organizational commitment, on top of teachers' job

satisfaction, towards different leadership styles. Teacher's organizational commitment and job satisfaction combined together would provide a broad measure of individual and organizational effectiveness that directly impacts on student learning (Fullan, 2001; Sergiovanni, 2001a; Harris, 2003), the researcher therefore attempted to explore and find out if there is any significant correlation between different leadership styles and teachers' organizational commitment and job satisfaction; and this finding offers a way to further explore the subject of transformational democratic leadership.

1.4 Purpose of the Study

Whilst recognizing that democratic leadership may be an ideal worthy of attainment in this era of change, researchers suggested that there is however a number of developments need to be considered (Hammersley-Fletcher & Brundrett, 2005). We need to find out what did secondary school principals and teachers in Malaysia say really happen in their schools. This study therefore meant to serve the following purposes:

1. Identify the profile of leadership styles of secondary school principals in Malaysia based on democratic-autocratic and transformational-transactional dimensions of leadership styles, to see if transformational democratic leadership practice is common in Malaysian schools or not.

2. Find out if there is any significant correlations between transformational leadership style and transactional leadership style, in order to further explore the theory on principals' leadership.
3. Investigate the relationship between principals' leadership styles and teachers' organizational commitment and job satisfaction, and hence identify the leadership style that lead to high teachers' organizational commitment and job satisfaction, for further case studies.
4. Make an in-depth probe on how successful school leaders (democratic and/or autocratic) work to empower teachers to bring about greater teachers' job satisfaction and commitment, by looking into the perspective of the teachers; as teachers are the major school stakeholders whose contribution would ultimately make a difference to school improvement in this era of change (Sergiovanni, 2001a).

Findings from this study would help to augment and enrich theories and principles on school leadership.

1.5 Research Questions

The research questions for this study are as follows:

1. What is the profile of leadership styles of Malaysian secondary school principals based on democratic-autocratic and transformational-transactional dimensions of leadership styles?
2. Is there any significant correlation between leadership styles and teachers' organizational commitment?
3. Is there any significant correlation between leadership styles and teachers' job satisfaction?
4. How successful school leaders work to empower teachers in bringing about greater teachers' organizational commitment and job satisfaction?

1.6 Significance of the Study

While some may still ascribe to the old adage that 'leaders are born, not made', there remains a societal responsibility to provide school leaders with the skills and practices needed to orchestrate schools in a way that can maximize sustained achievement for all students. The continued research on behaviors and practices of leaders (Fullan, 1985; Murphy & Hallinger, 1992) remains important in the light of the changing role of the principal. The findings from the study would help to augment and

enrich theories and principles on school leadership. It would also have a direct impact on the future training of school leaders and teacher leaders. Data generated from this study could serve as a practical framework for the Ministry of Education, or other training agents and higher institutions, to plan, organize and provide leadership-training program for school leaders and prospective leaders.

The study could also be important for school leaders as the findings can help them take heed of their leadership behavior and become more sensitive to the process and importance of human interaction. The finding from this study may offer more insights and serve as a critical friend in academia, encouraging principal to reflect, break out of their traditional practices, raising consciousness, and questioning deeply entrenched assumptions. Hopefully, all principals would ultimately fulfill their leadership dream, and lead the schools in the direction as Bath (in Fullan, 1997) puts it, 'you can lead where you will go.'

1.7 Limitations and Delimitation of the Study

This study utilized a mail survey instrument. This method increased the possibility of a low return rate since there is no way to guarantee that questionnaires are returned. The fewer the number of questionnaires returned, the greater the likelihood of

biased sampling (Fowler, 1995). This researcher attempted to ensure an adequate return rate by sending a reminder post-card to school principals and teachers in the State of Penang. She included a self-addressed, stamped envelope for return of the completed. To enhance the return rate, she also made school visits and followed up with telephone calls.

The study included public secondary schools in Penang. Public schools were chosen because the preponderance of literature on school leadership discussed the topic in the context of public school reform. Therefore, the results of this study may not be generalized to private schools. Though only public secondary schools in Penang were included in the study, nevertheless, Penang is typical of many states with regard to recent emphasis on school reform and school improvement projects. Therefore, the results of this study may apply to other, similar states of Malaysia.

The research was conducted using both quantitative and qualitative surveys. It is believed that qualitative observation can provide the context in which principal leadership is enacted, and help clarify quantitative statistical relationships and numeric findings (Creswell, 2005). The limitation of qualitative study is however, about the subjectivity bias of the researcher. As Lincoln and Guba (1985) suggested there was the

possibility of interviewer bias due to the use of qualitative research techniques. The bias might have occurred in several ways: the development of the interview guide, the presentation of the questions to the participants, or the non-verbal reactions of the interviewer to the respondents' answers or the interpretation of the information.

The method of observation used in this study could also be a limitation. Observations of the principals and teachers in the case studies were at time limited to the contacts the principals had with teachers in public view, suitable for public consumption. This was due to the confidential nature of many of the interactions the principals had throughout the course of the school day (Lim, 2002). Nevertheless, Straus and Corbin (1990) have pointed out the theoretical sensitivity a researcher with personal experience can bring to the inquiry:

“Throughout years of practice in a field, one can acquire an understanding of how things work in that field, and why, and what will happen there under certain conditions. This knowledge, even if implicit, is taken into the research situation and helps you to understand events and actions seen and heard, and to do so more quickly than if you did not bring this background into the research”
(p.42).

Practicing as a secondary school principal before, the researcher was quite familiar with the daily operation of a principal's job. With that, she strongly believed that she was able to connect with the principals and teachers in the case studies in ways that an outsider could not. Her familiarity with some principals would also enable her to

reach a level of understanding that would otherwise have been very difficult, if not impossible. Knowing the organizational structure and key issues in school also saved time, and as a result, interviews with principals and teachers in schools seemed to have a natural flow to them.

1.8 Definition of Terms:

For the purpose of this study, the following terms are defined as follows:

- i. Leadership: The process of influencing the activities of teachers in its effort toward efficient school improvement and goal achievement.
- ii. Democratic leadership: Democratic leadership includes amongst others the following components: (a) participation, (b) relations orientation, (c) consideration for subordinates. Compromise, caring, and a sense of responsibility and attachment to followers also characterize the democratic leader (Bass, 1990). It intimates the increased autonomy of workers, power sharing, information sharing, and due process (Lawler, 1986).
- iii. Autocratic leadership: Autocratic leadership includes amongst others the following components: (a) emphasizes on punishment and reward, (b) task orientation, (c) top-down communication is stressed, (d) subordinate have little influence on goals and methods, (e) decisions and controls are centralized and

are made person to person.

- iv. Transformational leadership: A designation for those current theories of leadership that advocate a collaborative, empowering, and participatory style of leadership. Transformational leadership is sometimes referred to as facilitative-democratic leadership in that it makes possible the sort of organizational structure that promotes communication, risk taking, creativity and an understanding of the change process. Transformational leadership entails individualized consideration, inspirational motivation, and idealized influence in this study.
- v. Transactional leadership: A general class of traditional leadership behaviors and styles based on the theories of scientific management and marked by a top-down, authoritarian style of leadership. Transactional leadership is portrayed as a kind of contingent reinforcement-- reinforcement of a leader's promises, rewards, threats or disciplinary actions. Rewards, or the withholding of rewards, are contingent upon the subordinate's performance. Likewise, the avoidance of sanctions or punishment is contingent upon the subordinate's performance.
- vi. Teacher's Organizational Commitment: The commitment to the school and to the colleagues in an environment of high purpose. It is characterized by a strong belief in and acceptance of the school's goals and values and a willingness to

maintain membership in the school.

- vii. Teacher's Job Satisfaction: The degree to which a teacher feels secured, challenged, rewarded and successful at the current school in which he or she works.
- viii. Principals: School principals servicing in the public secondary schools in Malaysia.
- ix. Leadership styles: The beliefs and attitudes of leaders in influencing the activities of teachers in their effort toward efficient school improvement and goal achievement.

1.9 Conclusion

Numerous researchers have noted the incompatibility between the classical authoritarian approach to leading schools and the new realities of school reform and educational improvement in this era of change (Evan, 1996; Sergiovanni, 1996; Darling-Hammond, 1997; Fullan, 1997). Researchers were of the view that the more authoritarian transactional leadership model is incompatible with real conditions in schools because it assumes that school leaders will be able to control the organization sufficiently to change or improve it; the reality in this era of change, is however, is that many people control the work of schools; the sorts of changes that lead to lasting school

improvement must be internalized by the people affected, not forced upon them (Bolman & Deal, 1991; Evans, 1996; Darling-Hammond, 1997).

Though there were numerous literatures highlighted the importance of democratic leadership in school, there are still a number of developments need to be looked into, amongst others, include the bureaucratic setting of our educational system, formal school structure, problems such as principals' and teachers' mindsets, inauthentic and ineffective democratic practice, etc. In view of the above, it was of great interest for us to find out the actual practice of our Malaysian secondary school principals. First, to see how wide spread transformational democratic leadership is enacted by principals in Malaysia, by conducting a survey to look into the profile of principals' leadership styles based on democratic-autocratic and transformational-transactional dimensions of leadership styles. Second, to investigate the correlations between principals' leadership styles and teachers' organizational commitment and job satisfaction, and hence to identify the successful leaders that bring about greater teachers' organizational commitment and job satisfaction for case studies.

It was the main purpose of this study to make an in-depth probe on how these school leaders work to empower their teachers, in our Malaysian school context; and

also to identify the challenges they faced, from the perspective of the teachers.

Teachers' perspective was emphasized here, for ultimately it is the teachers who would make a difference to the school overall improvement (Harris, 2003).

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This review of selected sources was intended to develop a logical argument to justify the purpose of this study. The development of this literature review attempted to show the progression of pertinent literature in this field as well as identify some of the areas that are in need of further research.

This literature review began with a historic view of leadership that differentiated leadership styles into two broad categories, i.e. autocratic versus democratic. The research in this area showed that leadership behavior was very much determined by the leaders' *belief of human nature*; either human being was cursed by original sin or was blessed with the inherent ability to find salvation (Bass, 1990). However, in the era of change, the roles of school leaders are changing. According to researchers, leaders *need* to share authority and responsibility to face the changing needs (Harry & Day, 2003; Senge, 1990; Sergiovanni, 2001a), and this has called for a more democratic style of leadership, and the main role of leaders is to lead the school towards improvement and enhance students' learning and achievement. Literatures about leadership in the era of change, especially literatures on effective leadership and school